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ABSTRACT

Designed for Ohio educators responsible for planning programs to prepare high school students for careers in the arts and communication, this document presents an overview of Ohio's Integrated Technical and Academic Competencies (ITAC) system of career-focused education and specific information about the arts and communication ITAC career cluster. The first half of the document, which introduces the ITAC system's underlying principles and elements, contains the following items: (1) descriptions of the three types of integrated competencies (core, career cluster, and specialization) forming the ITAC model; (2) guidelines for using ITAC; (3) an explanation of the components of the 51 core ITAC; and (4) a table detailing the academic connections in the core ITAC. The second half of the document, which focuses on the arts and communication career cluster ITAC, is divided into six sections, each of which focuses on one of the following strands deemed essential for all careers: solving problems and thinking skillfully; communicating effectively; applying technology; working responsibly; planning and managing a career; and managing resources. Each section contains the following items: expectation; competencies; sample scenario; sample guiding questions; connections to core ITAC competencies; connections to academic models; and connections to Ohio's proficiency tests and ACT Work Keys. (MN)

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# Arts & Communication Career Cluster

# ITAC

for Career-Focused Education

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ITAC
Integrated Technical & Academic Competencies



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The Arts & Communication Career Cluster includes the entry-level, technical, and professional career options within the performing, visual, written, and media arts. This career cluster includes, but is not limited to, the following industries: theater, film, mass media, journalism, literature, fine arts, TV/radio broadcasting, advertising, public relations, graphic design, printing/publishing, telecommunications, and technical writing.

**Sample career options within this cluster include—**

- actor/actress
- cinematographer sportswriter
- novelist
- set designer
- printing press operator
- audio/lighting technician
- dancer
- radio broadcast technician
- TV camera operator
- public relations consultant
- graphic artist
- technical writer

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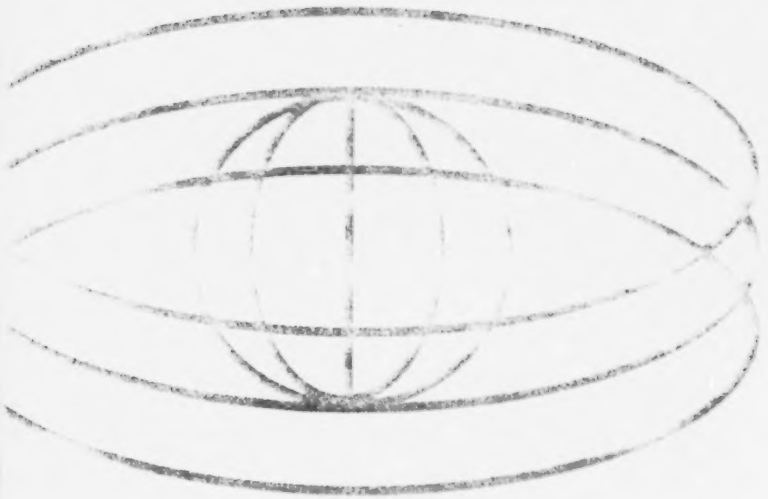

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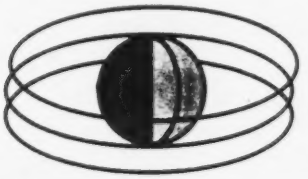
# Career-Focused Education

*Career-Focused Education* combines high-level academics and technical skills with a real-life context for learning that maximizes students' present and future academic and career success. Career-focused education strengthens—

- proficiency test success
- integrated instruction
- partnerships between education and business & industry
- aquisition of transferable career skills



ITAC

Integrated Technical & Academic Competencies for Career-Focused Education

Ohio Department of Education
Division of Career-Technical and Adult Education

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# Components of the ITAC System

Integrated Technical and Academic Competencies (ITAC) documents consist of competencies that integrate academic, technical, and employability knowledge, skills, and attitudes. ITACs are presented in resource documents that include the expectations, competencies, scenarios, and academic connections. ITACs are developed through—

- review and synthesis of national academic, employability, and occupational standards;
- review by teachers—both vocational and academic;
- validation by business and industry representatives; and
- direct links to Ohio's competency-based education (CBE) models, proficiency test learning outcomes, and ACT Work Keys® System.

## ITAC Model

## Three types of ITACs form this model:

**Core ITAC** – Consists of 51 competencies organized into six strands essential for all careers and sample work-related scenarios. Core ITAC represents what individuals need to know and be able to do to be successful in further education, in a career, and in life.

**Career Cluster ITAC** – Consists of the foundational competencies common to related occupations or industries and sample work-related scenarios. The six Career Cluster ITACs provide a broad foundation for entry-level, technical, and professional careers.

**Specialization ITAC** – Consists of competencies and sample scenarios critical to success in a specific industry or occupation within a career cluster. Currently, 55 Occupational Competency Analysis Profiles (OCAPs) represent the Specialization Competencies. As OCAPs are revised, they will become Specialization ITACs.

The ITAC system builds on and expands the Occupational Competency Analysis Profile (OCAP) system, which was designed primarily for occupation-specific vocational programs. The ITAC system provides a broader range of competencies, integrates academic knowledge and skills with technical content, and provides sample scenarios to illustrate work-related context. This system is a resource for ***both*** academic and technical teachers as they plan programs and instruction.





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# How to Use ITACs

Integrated Technical and Academic Competencies (ITAC) documents are resources for planning programs. The competencies of the ITAC system integrate technical and academic content and are organized into three types, moving from broad to specific—core, career cluster, and specialization. The types are interrelated building blocks for program design. *Core* provides the broad competencies. *Career Cluster* incorporates use of *Core* competencies. *Specialization* incorporates application of both the related *Career Cluster* and *Core* competencies. These ITAC types can be integrated into the overall educational system as follows:

- The Core ITAC could be used to design learning experiences for all students.
- The Career Cluster ITACs—in combination with Core ITAC—could be used to guide courses or experiences in which students explore and develop essential competencies within one of the following career clusters:

  ✔ **Arts & Communication**

  ✔ **Business & Management**

  ✔ **Environmental & Agricultural Systems**

  ✔ **Health Services**

  ✔ **Human Resources/Services**

  ✔ **Industrial & Engineering Systems**

- Specialization ITACs—in combination with Core ITAC and Cluster ITACs—could be used for those programs, courses, and experiences with specific technical skill development.

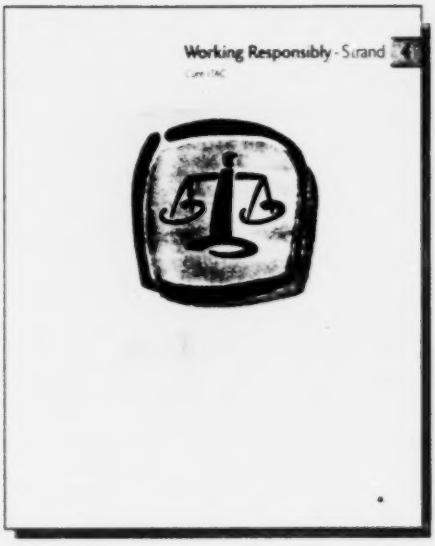
As a curricular and instructional planning tool, ITACs identify the knowledge, skills, and attitudes needed to help students prepare for academic and career success. ITAC documents foster the development of interdisciplinary projects and learning experiences by illustrating the relationships between broad-based career skills and academic content. Educators can use the components of the ITACs in a number of ways for classroom instruction:

- Competencies can be reviewed and relevant competencies selected for instruction.
- Connections that need to be made between competencies and academic skills can be identified.
- Scenarios can be used as a basis for learning experiences.

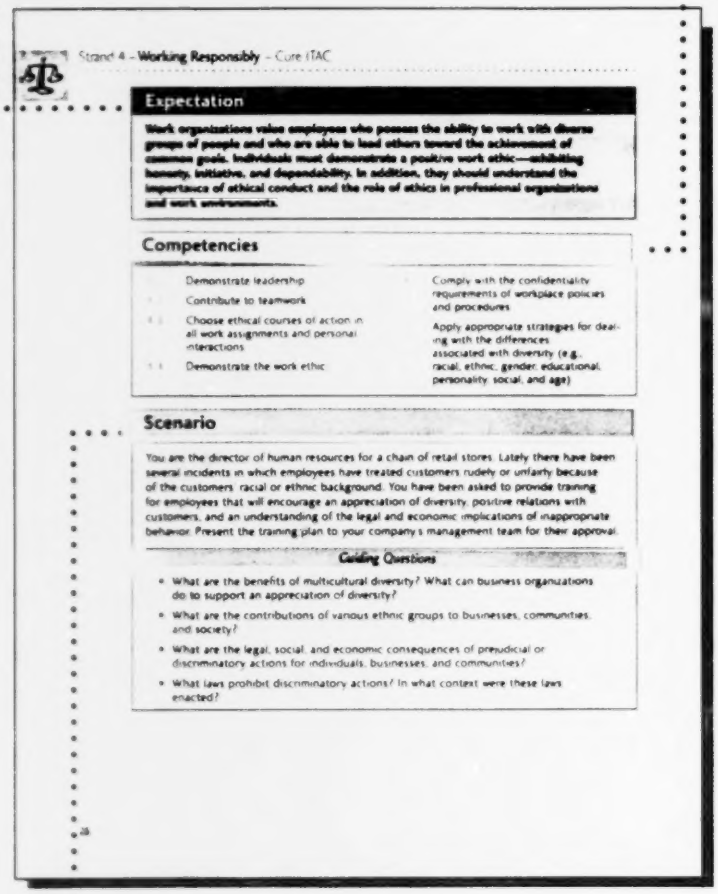
# Components of Core ITAC

**Expectation** – a statement of desired workplace behaviors and their importance in the world of work.

**Competencies** – observable and measurable knowledge, skills, and attitudes essential to achievement of the expectation.




Each strand in Core ITAC has an introduction page which identifies the strand (in words and by icon).


Strand 4 - Working Responsibly - Core ITAC
Expectation
Work organizations value employees who possess the ability to work with diverse groups of people and who are able to lead others toward the achievement of common goals. Individuals must demonstrate a positive work ethic—exhibiting honesty, initiative, and dependability. In addition, they should understand the importance of ethical conduct and the role of ethics in professional organizations and work environments.
Competencies
Demonstrate leadership
Contribute to teamwork
Choose ethical courses of action in all work assignments and personal interactions
Demonstrate the work ethic
Comply with the confidentiality requirements of workplace policies and procedures
Apply appropriate strategies for dealing with the differences associated with diversity (e.g., racial, ethnic, gender, educational, personality, social, and age)
Scenario
You are the director of human resources for a chain of retail stores. Lately there have been several incidents in which employees have treated customers rudely or unfairly because of the customers' racial or ethnic background. You have been asked to provide training for employees that will encourage an appreciation of diversity, positive relations with customers, and an understanding of the legal and economic implications of inappropriate behavior. Present the training plan to your company's management team for their approval.
Guiding Questions
• What are the benefits of multicultural diversity? What can business organizations do to support an appreciation of diversity?
• What are the contributions of various ethnic groups to businesses, communities, and society?
• What are the legal, social, and economic consequences of prejudicial or discriminatory actions for individuals, businesses, and communities?
• What laws prohibit discriminatory actions? In what context were these laws enacted?

**Sample Scenario** – a real-life workplace situation requiring learners to apply the knowledge and skills reflected in the strand competencies.

**Sample Guiding Questions** – targeted questions to use in focusing learners' attention on knowledge and skills covered in the scenario.

Solving Problems and Thinking Skillfully

Communicating Effectively

Applying Technology

Working Responsibly

Planning and Managing a Career

Managing Resources

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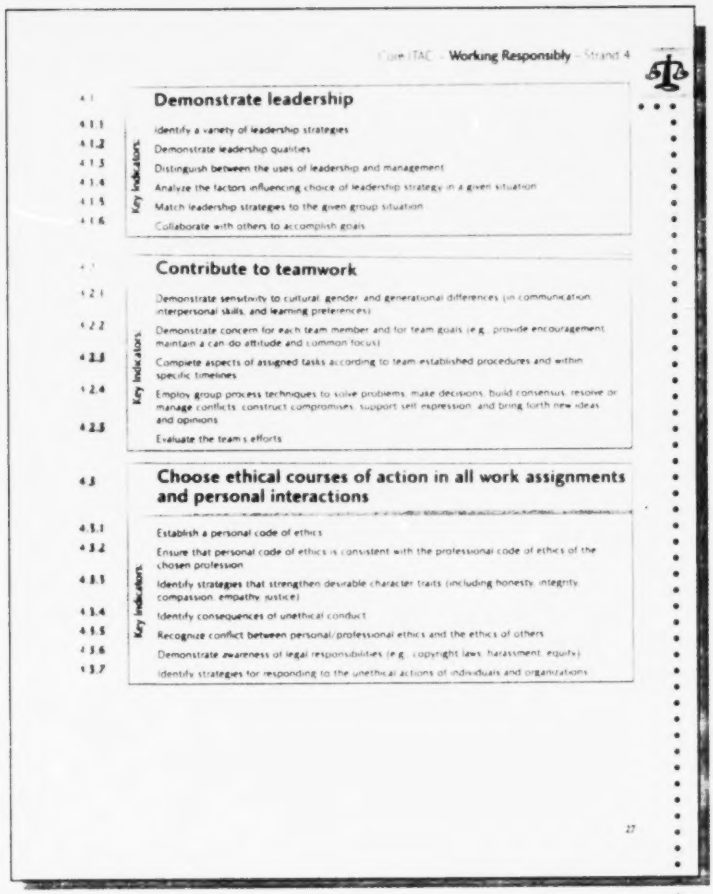

Core ITAC – **Working Responsibly** – Strand 4

**4.1 Demonstrate leadership**

Key Indicators:

4.1.1 Identify a variety of leadership strategies
4.1.2 Demonstrate leadership qualities
4.1.3 Distinguish between the uses of leadership and management
4.1.4 Analyze the factors influencing choice of leadership strategy in a given situation
4.1.5 Match leadership strategies to the given group situation
4.1.6 Collaborate with others to accomplish goals

**4.2 Contribute to teamwork**

Key Indicators:

4.2.1 Demonstrate sensitivity to cultural, gender, and generational differences (in communication, interpersonal skills, and learning preferences)
4.2.2 Demonstrate concern for each team member and for team goals (e.g., provide encouragement, maintain a can-do attitude and common focus)
4.2.3 Complete aspects of assigned tasks according to team-established procedures and within specific timelines
4.2.4 Employ group process techniques to solve problems, make decisions, build consensus, resolve or manage conflicts, construct compromises, support self-expression, and bring forth new ideas and opinions
4.2.5 Evaluate the team's efforts

**4.3 Choose ethical courses of action in all work assignments and personal interactions**

Key Indicators:

4.3.1 Establish a personal code of ethics
4.3.2 Ensure that personal code of ethics is consistent with the professional code of ethics of the chosen profession
4.3.3 Identify strategies that strengthen desirable character traits (including honesty, integrity, compassion, empathy, justice)
4.3.4 Identify consequences of unethical conduct
4.3.5 Recognize conflict between personal/professional ethics and the ethics of others
4.3.6 Demonstrate awareness of legal responsibilities (e.g., copyright laws, harassment, equity)
4.3.7 Identify strategies for responding to the unethical actions of individuals and organizations

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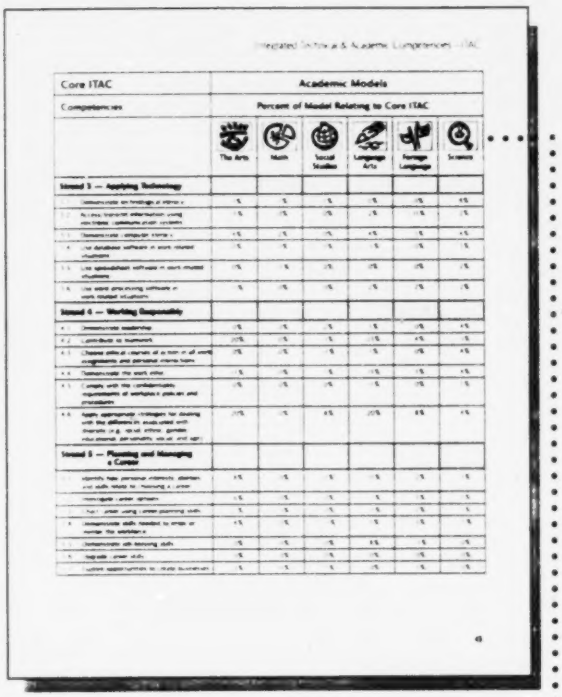
Pages following the overview list each competency with its key indicators. Key indicators describe significant elements of competency performance.



Integrated Technical & Academic Competencies – ITAC

| Core ITAC Competencies | Academic Models: Percent of Model Relating to Core ITAC | | | | | |
|---|---|---|---|---|---|---|
| | The Arts | Math | Social Studies | Language Arts | Foreign Language | Science |
| **Strand 3 — Applying Technology** | | | | | | |
| 3.1 Demonstrate computer literacy | 4% | 4% | 4% | 4% | 4% | 4% |
| 3.2 Access, transmit, interpret, and apply information using electronic communication systems | 4% | 4% | 4% | 4% | 4% | 4% |
| 3.3 Demonstrate computer literacy | 4% | 4% | 4% | 4% | 4% | 4% |
| 3.4 Use database software in work-related situations | 4% | 4% | 4% | 4% | 4% | 4% |
| 3.5 Use spreadsheet software in work-related situations | 4% | 4% | 4% | 4% | 4% | 4% |
| 3.6 Use word processing software in work-related situations | 4% | 4% | 4% | 4% | 4% | 4% |
| **Strand 4 — Working Responsibly** | | | | | | |
| 4.1 Demonstrate leadership | 4% | 4% | 4% | 4% | 4% | 4% |
| 4.2 Contribute to teamwork | 20% | 4% | 4% | 4% | 4% | 4% |
| 4.3 Choose ethical courses of action in all work assignments and personal interactions | 4% | 4% | 4% | 4% | 4% | 4% |
| 4.4 Demonstrate the work ethic | 4% | 4% | 4% | 4% | 4% | 4% |
| 4.5 Comply with the confidentiality requirements of workplace policies and procedures | 4% | 4% | 4% | 4% | 4% | 4% |
| 4.6 Apply appropriate strategies for dealing with the different in work-related environments (e.g., racial, ethnic, gender, non-English, gay/lesbian, old, and age) | 20% | 4% | 4% | 20% | 4% | 4% |
| **Strand 5 — Planning and Managing a Career** | | | | | | |
| 5.1 Identify how personal interests, abilities, and skills relate to choosing a career | 4% | 4% | 4% | 4% | 4% | 4% |
| 5.2 Investigate career options | 4% | 4% | 4% | 4% | 4% | 4% |
| 5.3 Plan a career using career planning tools | 4% | 4% | 4% | 4% | 4% | 4% |
| 5.4 Communicate skills needed to attain or maintain the workplace | 4% | 4% | 4% | 4% | 4% | 4% |
| 5.5 Communicate with listening skills | 4% | 4% | 4% | 4% | 4% | 4% |
| 5.6 Negotiate career skills | 4% | 4% | 4% | 4% | 4% | 4% |
| 5.7 Explore opportunities to create businesses | 4% | 4% | 4% | 4% | 4% | 4% |

**Connections to Academic Models** – the percentage of objectives from Ohio's Competency-Based Education Models, grades PreK–12, that relate to and/or reinforce the competencies in the given strand. Each academic area is represented by an icon.

The Arts

Mathematics

Social Studies

Language Arts

Foreign Language

Science



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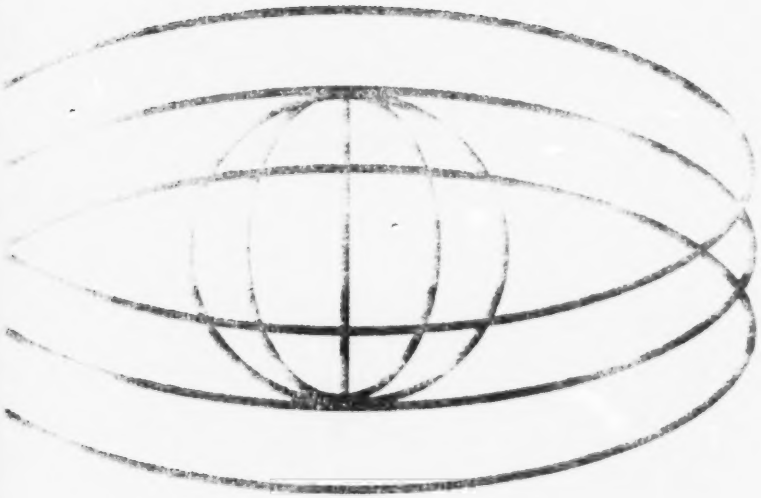



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# Solving Problems and Thinking Skillfully - Strand 1

Core ITAC

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## Expectation

**All individuals, regardless of career choice, must be able to think for themselves; initiate action on their own; and direct, modify, and assess their own work. Employers seek lifelong learners who can locate and use information. The following competencies specify the knowledge, skills, and attitudes needed to develop the capacity to assess problems and situations, anticipate what might happen next, and continuously search for creative solutions.**

## Competencies

1.1 Solve problems and make decisions in work-related situations

1.2 Read for information and understanding

1.3 Use observation skills to analyze work-related situations

1.4 Apply mathematical processes

1.5 Apply measurement and spatial skills

1.6 Apply statistical analysis skills

1.7 Analyze critical data to guide work activities

1.8 Utilize scheduling techniques to ensure that jobs are completed by the stated due date

1.9 Demonstrate knowledge of the economy and how it functions as a whole

1.10 Demonstrate knowledge of the economy as a framework within which decisions are made by individuals and groups

## Scenario

You are among a team of architects hired to plan the revitalization of a deteriorating historic area in your community. In spite of a rich ethnic history and residents who are committed to seeing the area thrive, the neighborhood is plagued by inadequate housing, abandoned buildings, lack of transportation, crime, and declining businesses. The City Planning Commission is prepared to provide resources to encourage economic development, recreation areas, and better housing. Create a design for the neighborhood and present your plans to the commission for their approval.

### *Guiding Questions*

- What alternative uses should be considered for the land to best meet the needs of the community and its citizens?
- What historic and current economic, social, and environmental factors should be considered in the creation of the plan?
- What data regarding the needs and concerns of citizens and businesses in the community would inform the design of the neighborhood? How should this data be collected, analyzed, and presented?



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## 1.1 Solve problems and make decisions in work-related situations

Key Indicators:

- 1.1.1 Identify factors that influence problem solving and decision making
- 1.1.2 Analyze the source of the problem or the situation requiring a decision
- 1.1.3 Generate possible alternatives
- 1.1.4 Analyze possible alternatives
- 1.1.5 Match problem-solving and decision-making processes to the situation
- 1.1.6 Use creative thinking processes to support solving problems and making decisions
- 1.1.7 Justify solution or decision with evidence to support or refute alternatives
- 1.1.8 Formulate action plans
- 1.1.9 Implement action plans
- 1.1.10 Evaluate action taken
- 1.1.11 Monitor action plans
- 1.1.12 Adjust action plans as needed

## 1.2 Read for information and understanding

Key Indicators:

- 1.2.1 Locate needed information in written materials using formatting cues, skimming, and scanning
- 1.2.2 Interpret written information, including manuals, graphs, and schedules
- 1.2.3 Unlock the meaning of unknown or technical vocabulary using standard strategies (e.g., context clues, prefixes, suffixes)
- 1.2.4 Locate key points, main ideas, relevant details, facts, and specifications in written materials
- 1.2.5 Judge the accuracy, appropriateness, style, and plausibility of information, proposals, or theories in materials read

## 1.3 Use observation skills to analyze work-related situations

Key Indicators:

- 1.3.1 Collect data through sensory perceptions—seeing, hearing, tasting, touching, and smelling
- 1.3.2 Identify predictable patterns and relationships in given situations
- 1.3.3 Monitor situations for deviations
- 1.3.4 Identify patterns and relationships that create doubt, uncertainty, difficulty, or disappointment
- 1.3.5 Devise appropriate responses to given situations
- 1.3.6 Apply past observations to present work-related situations



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## 1.4 Apply mathematical processes

Key Indicators:

- 1.4.1 Solve mathematical problems involving whole numbers and integers
- 1.4.2 Solve mathematical problems involving fractions, mixed numbers, decimals, percentages, ratios, and proportions
- 1.4.3 Apply systematic counting techniques and algorithmic thinking to represent, analyze, and solve problems
- 1.4.4 Use estimates to determine reasonableness of proposed problem solutions
- 1.4.5 Use appropriate technology in the solution of math-related problems
- 1.4.6 Describe problem situations using numerical, symbolic, and graphical representations
- 1.4.7 Apply combinations of algebraic techniques
- 1.4.8 Represent problem situations with geometric models (including applying the properties of figures)
- 1.4.9 Express mathematical ideas orally and in writing

## 1.5 Apply measurement and spatial skills

Key Indicators:

- 1.5.1 Demonstrate knowledge of units of measurement
- 1.5.2 Select measurement techniques appropriate for given situation
- 1.5.3 Match measurement tools to measurement requirements
- 1.5.4 Determine degree of accuracy required for given situation
- 1.5.5 Analyze implications of the degree of accuracy of various measurements

## 1.6 Apply statistical analysis skills

Key Indicators:

- 1.6.1 Estimate probability using standard techniques and formulas
- 1.6.2 Analyze software options available for statistical analysis
- 1.6.3 Select software option most appropriate for given situation
- 1.6.4 Analyze statistical data using selected software
- 1.6.5 Make inferences or predictions based on data analysis
- 1.6.6 Represent statistical data using tables, charts, and graphs



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## 1.7 Analyze critical data to guide work activities

Key Indicators:

- 1.7.1 Identify critical data needed
- 1.7.2 Determine the level of detail necessary for various situations according to prescribed procedures (including task analysis; procedural analysis; financial activities; personnel matters; customer contacts; noncompliance and violations; and/or deviations from normal operation of processes, equipment and instrumentation)
- 1.7.3 Ensure that documentation is complete and error-free and provides valid and reliable evidence
- 1.7.4 Ensure that documentation is in compliance with established procedures
- 1.7.5 Analyze documentation to determine appropriate actions for specific situations

## 1.8 Utilize scheduling techniques to ensure that jobs are completed by the stated due date

Key Indicators:

- 1.8.1 Develop schedules for equipment maintenance
- 1.8.2 Develop schedules for materials production, handling, and distribution
- 1.8.3 Develop meeting schedules
- 1.8.4 Distribute schedules to all concerned personnel
- 1.8.5 Implement schedules as planned
- 1.8.6 Make changes in schedules as appropriate

## 1.9 Demonstrate knowledge of the economy and how it functions as a whole

Key Indicators:

- 1.9.1 Analyze how individuals and societies make choices to satisfy wants with limited resources
- 1.9.2 Analyze how factors of production (including land, labor, capital, and entrepreneurship) are used to produce goods and services
- 1.9.3 Analyze how individuals and households exchange their resources for income in order to buy goods and services
- 1.9.4 Analyze how individuals and business firms use resources to produce goods and services to generate revenue
- 1.9.5 Identify the characteristics of command, market, and traditional economies
- 1.9.6 Analyze how all levels of government assess taxes in order to provide services



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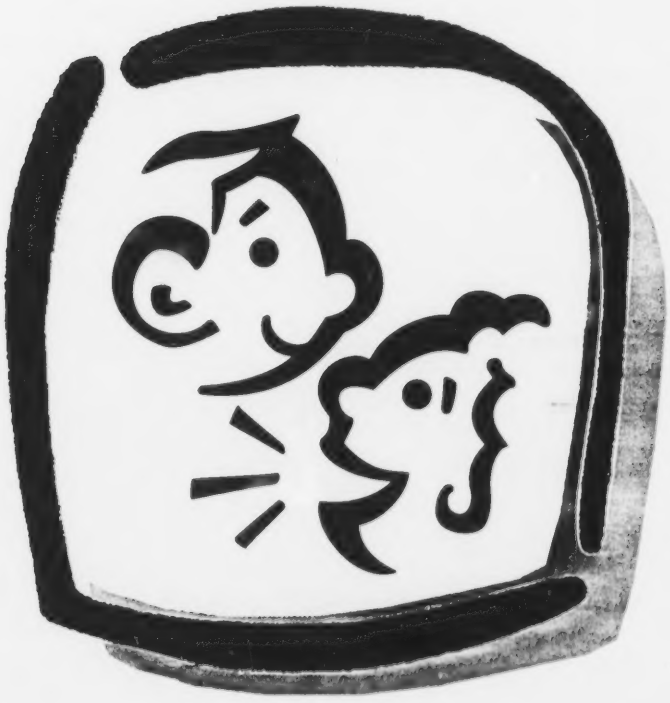
## Demonstrate knowledge of the economy as a framework within which decisions are made by individuals and groups

Key Indicators:

- Determine opportunity costs and trade-offs
- Identify key individuals and groups that make economic decisions at the local, state, national, and international levels
- Identify the important roles that local, state, national, and international governments play in a global economy
- Characterize how government decisions affect individuals
- Identify how geographic factors affect the political and economic systems of other countries
- Analyze how national and international markets allocate goods and services
- Analyze how resources, goods, and services are exchanged in national and international markets
- Demonstrate knowledge of competition and how it affects national and international markets
- Demonstrate knowledge of supply and demand and how it affects national and international markets

# **Communicating Effectively** - Strand **2**

Core ITAC



## Expectation

**Effective communication is essential to workplaces, communities, and families. Employees with positive communication skills contribute to organizational productivity, enhance interpersonal relationships with coworkers and clients, and create opportunities for promotion and advancement.**

## Competencies

2.1 Apply basic communication skills
2.2 Apply oral communication skills
2.3 Apply written communication skills
2.4 Apply technical writing skills
2.5 Apply listening skills
2.6 Apply demonstration/presentation skills
2.7 Apply graphic communication skills
2.8 Apply artistic communication skills
2.9 Convey information through multimedia presentations
2.10 Create graphs and charts
2.11 Build interpersonal relationships

## Scenario

The Chamber of Commerce in your city would like to develop materials to attract new businesses to the community. Your public relations firm has been hired to create promotional materials that highlight your community's resources, rich ethnic history, and workforce. Create these materials and present them to a variety of community members, including business and industry representatives, private citizens, and civic leaders.

***Guiding Questions***

- What communication tools should be used to convey this information to the target audiences?
- How will you use creative or artistic expression to communicate the information to the target audience?
- What historic and current events have contributed to the city's resources, ethnic diversity, and workforce?
- How will you work with community groups and representatives to build support for your promotional materials?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## 2.1 Apply written communication skills

Key Indicators:

2.1.1 Guide communication activities using established rules for grammar, word usage, spelling, and sentence construction

2.1.2 Select communication style appropriate to audience and situation

2.1.3 Present messages in a form that assists recipient's understanding (e.g., speak and write clearly and concisely, write legibly)

2.1.4 Locate needed information using communications reference tools (e.g., dictionary, thesaurus, style manual, word division guide)

2.1.5 Interpret oral, written, and nonverbal messages

2.1.6 Follow written and oral instructions

2.1.7 Clarify messages received (e.g., through paraphrasing, questioning)

2.1.8 Communicate basic messages in a language other than English

## 2.2 Apply basic communication skills

Key Indicators:

2.2.1 Apply basic communication skills in communicating orally

2.2.2 Use nonverbal techniques to reinforce the intended verbal message

2.2.3 Support oral communication with creative attention-getters, analogies, examples, verbal illustrations, etc.

2.2.4 Supplement oral communication with other forms of communication (including graphic, written, artistic)

2.2.5 Demonstrate sensitivity to cultural diversity (e.g., accepted variations in distances between speakers, use of eye contact, meaning of gestures; bias-free language)

2.2.6 Adjust delivery according to perceived reception

## 2.3 Apply oral communication skills

Key Indicators:

2.3.1 Apply basic communication skills in communicating in written form

2.3.2 Organize information into the appropriate format in accordance with standard practices (including prewriting, drafting, proofreading, editing/revising, preparing final copy/publishing)

2.3.3 Incorporate creative and original elements (e.g., unique writing style, content, layout) in the written product

2.3.4 Supplement written communication with other forms of communication (including graphic, oral, artistic)

2.3.5 Demonstrate sensitivity to cultural diversity

2.3.6 Use technology (e.g., spelling checkers) to enhance accuracy



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## 2.4 Apply technical writing skills

Key Indicators:

2.4.1 Apply basic communication skills

2.4.2 Consider topic in relation to the audience and purpose

2.4.3 Determine when graphics, charts, and sketches are needed to support and clarify text

2.4.4 Present information in a clear and concise manner

## 2.5 Apply listening skills

Key Indicators:

2.5.1 Identify major points of the message (including key information, directions, specific details)

2.5.2 Determine real needs or goals by attending to both verbal and nonverbal messages

2.5.3 Differentiate between facts, opinions, and feelings

2.5.4 Document message using standard note-taking techniques

2.5.5 Overcome communication barriers

2.5.6 Clarify communication by rephrasing statements, asking questions, showing empathy, and interpreting both verbal and nonverbal information

## 2.6 Apply demonstration/presentation skills

Key Indicators:

2.6.1 Apply basic communication skills in presenting a demonstration/presentation

2.6.2 Select valid and reliable reference(s)

2.6.3 Organize content based on purpose and audience

2.6.4 Determine desirable format

2.6.5 Incorporate creative and original elements into the demonstration/presentation

2.6.6 Organize the components necessary to conduct a demonstration/presentation (including resources, equipment, handouts, graphics, advance organizers)

2.6.7 Incorporate media that support the purpose of the demonstration/presentation (including projection equipment, computer software)

2.6.8 Present the results of an investigation

2.6.9 Demonstrate the operation of equipment or facilities and/or given techniques and procedures

2.6.10 Communicate possible problems, processes, and solutions

2.6.11 Demonstrate knowledge of the topic(s) to be communicated

2.6.12 Use self-expression appropriate to the situation (including grooming, adjustment of behavior, expression of feelings and ideas)

2.6.13 Convey information to audience according to accepted business communication practices

2.6.14 Adjust communication according to audience feedback



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2.7 **Apply graphic communication skills**

Key Indicators:

2.7.1 Apply basic communication skills in communicating through graphics

2.7.2 Ensure that all information is accurate and complete

2.7.3 Specify graphics needed to support presentations

2.7.4 Communicate information using graphics in, print, poster, or transparency form

2.7.5 Communicate information using slides prepared with presentation software

2.7.6 Incorporate creative and original elements into graphics

2.7.7 Employ effective design techniques in development of graphics (including space, lines, shading, shaping, symbols)

2.7.8 Demonstrate sensitivity to cultural diversity

2.8 **Apply artistic communication skills**

Key Indicators:

2.8.1 Apply basic communication skills in communicating artistically

2.8.2 Participate in a wide variety of experiences that expose self to an appreciation of the arts disciplines—dance, music, theater, and the visual arts

2.8.3 Analyze exemplary works through the relationship between artistic practices, products, and perspectives

2.8.4 Interpret historical and modern artifacts

2.8.5 Demonstrate artistic and creative techniques of production and performance

2.8.6 Create an original artifact or performance that demonstrates an understanding of history and culture

2.9 **Convey information through multimedia presentations**

Key Indicators:

2.9.1 Organize content based on purpose and audience

2.9.2 Evaluate which set of procedures, tools, or equipment will produce the desired results

2.9.3 Produce a presentation, including designing, creating, importing data and graphics, editing, formatting, and sequencing

2.9.4 Operate multimedia equipment

2.9.5 Apply problem-solving techniques to resolve problems encountered in the process of designing and implementing multimedia presentations



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2.10 **Create graphs and charts**

Key Indicators:

2.10.1 Access sources of needed information
2.10.2 Select data for inclusion
2.10.3 Convert data into chosen graphical format
2.10.4 Ensure that the results are correctly represented (including font, scale, size)
2.10.5 Draw conclusions from information presented in graphs and charts

2.11 **Build interpersonal relationships**

Key Indicators:

2.11.1 Demonstrate knowledge of the components of effective communication
2.11.2 Relate to people of different ages, abilities, genders, cultures, and behavior styles
2.11.3 Demonstrate caring, empathy, and appreciation for others
2.11.4 Communicate personal feelings, needs, and ideas constructively
2.11.5 Demonstrate effective listening skills
2.11.6 Manage conflict and stress



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## Expectation

**Technology influences every work environment. To be effective in today's workplace, individuals must be able to use the tools of technology to improve productivity and efficiency. Employers seek individuals who have developed technological skills and who stay abreast of the continuously changing technological environment.**

## Competencies

3.1 Demonstrate technological literacy

3.2 Access/transmit information using electronic communication systems

3.3 Demonstrate computer literacy

3.4 Use database software in work-related situations

3.5 Use spreadsheet software in work-related situations

3.6 Use word-processing software in work-related situations

## Scenario

You own a company that sells and maintains a wide variety of office equipment and computer systems. A small, family-owned business has asked you to develop a proposal for equipping its organization with the technology necessary to improve its productivity and customer service. Prepare a proposal with your recommendations, and present it to the owners of the business to persuade them to accept your proposal.

***Guiding Questions***

- How have technological innovations influenced workplace performance?
- What information do you need about this business to determine its technological needs?
- How will you obtain that information?
- What hardware, software, and online services does this business need?
- What communication tools will you need to persuade this business to accept your proposal?

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## 3.1 Demonstrate technological literacy

Key Indicators:

- 3.1.1 Demonstrate knowledge of the basic technology systems currently available (e.g., manufacturing technology, organizing and accessing information for technology)
- 3.1.2 Analyze the interplay of technology with social issues, gender issues, ethics, law, and government
- 3.1.3 Identify the uses of technology in industry, education, the political arena, and day-to-day consumer affairs
- 3.1.4 Analyze the benefits and costs of new developments in technology
- 3.1.5 Make decisions about the use of technology that improve performance in the workplace, in school, and in the home

## 3.2 Access/transmit information using electronic communication systems

Key Indicators:

- 3.2.1 Determine which systems are most appropriate for given situations
- 3.2.2 Transmit messages electronically
- 3.2.3 Access information electronically (e.g., via information services, CD-ROMs, laser disks, videos, and the Internet)
- 3.2.4 Conduct searches electronically
- 3.2.5 Participate in electronic discussion groups

## 3.3 Demonstrate computer literacy

Key Indicators:

- 3.3.1 Choose the hardware, software, and online services that will produce the desired results
- 3.3.2 Comply with ethical standards in the acquisition, organization, analysis, and communication of information
- 3.3.3 Keep informed of legal parameters regarding computers
- 3.3.4 Provide routine maintenance and repair of computer hardware and software
- 3.3.5 Write basic computer programs for given purposes

## 3.4 Use database software in work-related situations

Key Indicators:

- 3.4.1 Demonstrate knowledge of the functions and features of database software
- 3.4.2 Identify the type of data needed
- 3.4.3 Determine the best database to aid in the collection, tabulation, synthesis, and evaluation of the particular data identified
- 3.4.4 Locate needed operations information using software documentation or help functions
- 3.4.5 Construct database for the specified purpose
- 3.4.6 Access needed information from the database
- 3.4.7 Select report design for presenting data



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3.5

## Use spreadsheet software in work-related situations

Key Indicators:

3.5.1 Demonstrate knowledge of the functions and features of spreadsheet software

3.5.2 Identify the type of data needed

3.5.3 Determine the best spreadsheet to aid in the collection, tabulation, synthesis, and evaluation of the identified data

3.5.4 Locate needed operations information using software documentation or help functions

3.5.5 Construct spreadsheet for the specified purpose

3.5.6 Analyze data

3.5.7 Interpret results

3.6

## Use word-processing software in work-related situations

Key Indicators:

3.6.1 Demonstrate knowledge of the functions and features of word-processing software

3.6.2 Construct word-processed documents for the specified purpose

3.6.3 Locate needed operations information using software documentation or help functions

3.6.4 Integrate databases, spreadsheets, graphics, and desktop publishing files into word-processed documents

3.6.5 Edit documents using available software features and functions



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## Expectation

**Work organizations value employees who possess the ability to work with diverse groups of people and who are able to lead others toward the achievement of common goals. Individuals must demonstrate a positive work ethic—exhibiting honesty, initiative, and dependability. In addition, they should understand the importance of ethical conduct and the role of ethics in professional organizations and work environments.**

## Competencies

4.1 Demonstrate leadership

4.2 Contribute to teamwork

4.3 Choose ethical courses of action in all work assignments and personal interactions

4.4 Demonstrate the work ethic

4.5 Comply with the confidentiality requirements of workplace policies and procedures

4.6 Apply appropriate strategies for dealing with the differences associated with diversity (e.g., racial, ethnic, gender, educational, personality, social, and age)

## Scenario

You are the director of human resources for a chain of retail stores. Lately there have been several incidents in which employees have treated customers rudely or unfairly because of the customers' racial or ethnic background. You have been asked to provide training for employees that will encourage an appreciation of diversity, positive relations with customers, and an understanding of the legal and economic implications of inappropriate behavior. Present the training plan to your company's management team for their approval.

### *Guiding Questions*

- What are the benefits of multicultural diversity? What can business organizations do to support an appreciation of diversity?
- What are the contributions of various ethnic groups to businesses, communities, and society?
- What are the legal, social, and economic consequences of prejudicial or discriminatory actions for individuals, businesses, and communities?
- What laws prohibit discriminatory actions? In what context were these laws enacted?

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## 4.1 Demonstrate leadership

Key Indicators:

4.1.1 Identify a variety of leadership strategies

4.1.2 Demonstrate leadership qualities

4.1.3 Distinguish between the uses of leadership and management

4.1.4 Analyze the factors influencing choice of leadership strategy in a given situation

4.1.5 Match leadership strategies to the given group situation

4.1.6 Collaborate with others to accomplish goals

## 4.2 Contribute to teamwork

Key Indicators:

4.2.1 Demonstrate sensitivity to cultural, gender, and generational differences (in communication, interpersonal skills, and learning preferences)

4.2.2 Demonstrate concern for each team member and for team goals (e.g., provide encouragement, maintain a can-do attitude and common focus)

4.2.3 Complete aspects of assigned tasks according to team-established procedures and within specific timelines

4.2.4 Employ group process techniques to solve problems, make decisions, build consensus, resolve or manage conflicts, construct compromises, support self-expression, and bring forth new ideas and opinions

4.2.5 Evaluate the team's efforts

## 4.3 Choose ethical courses of action in all work assignments and personal interactions

Key Indicators:

4.3.1 Establish a personal code of ethics

4.3.2 Ensure that personal code of ethics is consistent with the professional code of ethics of the chosen profession

4.3.3 Identify strategies that strengthen desirable character traits (including honesty, integrity, compassion, empathy, justice)

4.3.4 Identify consequences of unethical conduct

4.3.5 Recognize conflict between personal/professional ethics and the ethics of others

4.3.6 Demonstrate awareness of legal responsibilities (e.g., copyright laws, harassment, equity)

4.3.7 Identify strategies for responding to the unethical actions of individuals and organizations

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## 4.4 Demonstrate the work ethic

Key Indicators:

- 4.4.1 Exhibit desirable personal and professional attitudes and behaviors (including positive view of self and work, awareness of impact on others, responsibility, pride)
- 4.4.2 Exhibit desirable personal and professional work habits and behaviors (including punctuality, regular attendance, quality performance, meeting or exceeding of job expectations, self-motivation, honesty)
- 4.4.3 Determine own role within the company's mission
- 4.4.4 Participate in required and voluntary professional development to benefit employer and self
- 4.4.5 Improve performance for the benefit of employer and self
- 4.4.6 Display a sense of personal responsibility for the welfare of the company and colleagues (including health, safety, environmental concerns)
- 4.4.7 Distinguish between work ethics of various organizations, work groups, and cultures

## 4.5 Comply with the confidentiality requirements of workplace policies and procedures

Key Indicators:

- 4.5.1 Identify types of confidential information (including mail and information about personnel, customers, company)
- 4.5.2 Maintain records on the distribution of information using established format and procedures
- 4.5.3 Provide information only to authorized personnel, whether transmitted physically or via technology
- 4.5.4 Inspect returned materials for completeness
- 4.5.5 Identify the consequences of a breach of confidentiality

## 4.6 Apply appropriate strategies for dealing with the differences associated with diversity (e.g., racial, ethnic, gender, educational, social and age)

Key Indicators:

- 4.6.1 Recognize the differences associated with diversity and the implications of those differences
- 4.6.2 Demonstrate effective interpersonal skills in working with others of different backgrounds
- 4.6.3 Express feelings, actions, and ideas respectfully
- 4.6.4 Identify appropriate strategies and solutions for dealing with cultural conflicts and differences
- 4.6.5 Demonstrate respect for diverse international business practices and etiquette

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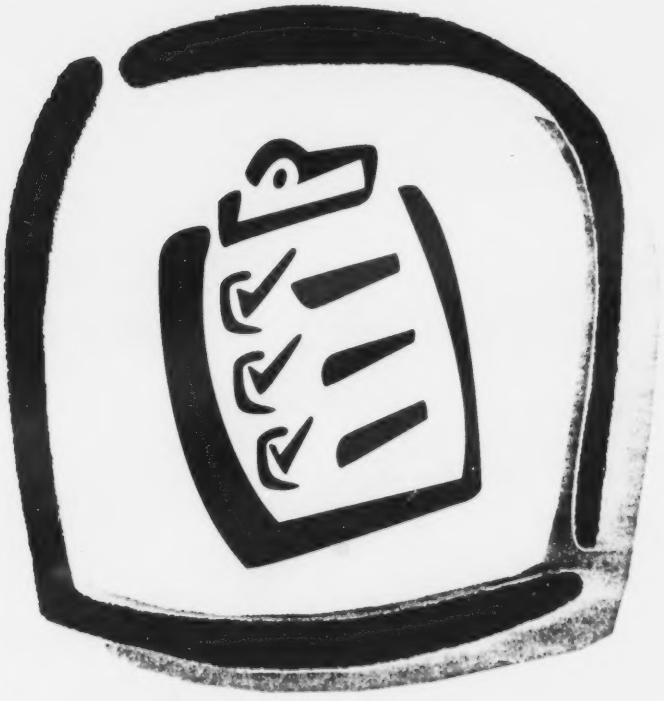
# Planning and Managing a Career - Strand 5

Core ITAC



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## Expectation

**Since work is a significant part of life, individuals need to be actively engaged in seeking a career that matches their interests, abilities, aptitudes, and skills. Career planning enhances the possibility that one's career path will lead to success and satisfaction in work. Employers seek individuals who know what they want from work and can effectively present their qualifications and skills through the job search process, including job applications and interviews. Throughout one's career, it is also important to seek continuous professional development opportunities.**

## Competencies

5.1 Identify how personal interests, abilities, and skills relate to choosing a career

5.2 Investigate career options

5.3 Chart career using career-planning skills

5.4 Demonstrate skills needed to enter or reenter the workforce

5.5 Demonstrate job-keeping skills

5.6 Upgrade career skills

5.7 Explore opportunities to create a business

## Scenario

You have just been granted an interview for a position in the career area of your choice. Assuming you have completed all education and training necessary for this career, prepare to discuss why you selected the career, your long-range career goals, the skills you will bring to the workplace, and your long-term plan for professional development. Following the interview, obtain feedback about your ability to portray your interest and qualifications.

***Guiding Questions***

- What should you consider when planning a career?
- What are the implications of selecting a nontraditional career?
- What skills are needed to be successful in this career? How can you obtain those skills?
- Where can you obtain information about various careers and career opportunities?
- What communication skills will you use to convey your interest in and qualifications for this career?





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## 5.1 Identify how personal interests, abilities, and skills relate to choosing a career

Key Indicators:

- 5.1.1 Determine own interests and aptitudes
- 5.1.2 Relate personal interests to academic and occupational skills
- 5.1.3 Identify impact of abilities and skills on career development
- 5.1.4 Identify how self-knowledge relates to making career choices

## 5.2 Investigate career options

Key Indicators:

- 5.2.1 Identify career options, including self-employment and nontraditional careers
- 5.2.2 Identify the range of available career information sources
- 5.2.3 Research knowledge, abilities, and skills needed in each occupation using a variety of resources (e.g., handbooks, career materials, labor market information, computerized career-information delivery systems, and role models/mentors)
- 5.2.4 Select careers that best match interests and aptitudes
- 5.2.5 Analyze the impact of factors such as population, climate, employment trends, and geographic location on occupational choice
- 5.2.6 Assess differences in the wages, benefits, annual incomes, cost of living, and job opportunities associated with selected career options
- 5.2.7 Identify potential conflicts between interest/aptitudes and career choices
- 5.2.8 Identify how career choices influence family, personal life, and lifestyle
- 5.2.9 Assess labor market information pertaining to career options
- 5.2.10 Explore future trends and occupations in the world of work

## 5.3 Chart career using career-planning skills

Key Indicators:

- 5.3.1 Demonstrate use of career information
- 5.3.2 Identify elements of career planning
- 5.3.3 Summarize the educational requirements of various occupations
- 5.3.4 Identify skills that apply to a variety of occupations
- 5.3.5 Identify challenges that may interfere with individual career plan (e.g., gender issues, misinformation, expectations of others, and conditions of labor market)
- 5.3.6 Identify short-term and long-term goals for achieving career plan
- 5.3.7 Develop a career plan
- 5.3.8 Showcase interests, aptitudes, and skills utilizing a portfolio
- 5.3.9 Annually review/revise the individual career plan

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## 5.4 Demonstrate skills needed to enter or reenter the workforce

Key Indicators:

- 5.4.1 Apply knowledge of personal abilities, interests, and skills to the seeking of employment regionally, nationally, and globally
- 5.4.2 Develop job-getting tools (including résumés, letters of application, portfolios)
- 5.4.3 Demonstrate job-getting skills (including locating acceptable jobs, interviewing, completing a job application, and interpreting an employee contract)
- 5.4.4 Demonstrate skill in a second language if required for the position
- 5.4.5 Maintain a portfolio demonstrating job competence and containing job-getting tools

## 5.5 Demonstrate job-keeping skills

Key Indicators:

- 5.5.1 Demonstrate strong communication skills orally, in writing, or via computer
- 5.5.2 Apply basic arithmetic and mathematics skills to job tasks
- 5.5.3 Apply thinking skills to job tasks (including creative thinking, decision making, reasoning, problem solving, interpretation of information)
- 5.5.4 Apply interpersonal skills in relating to others on the job
- 5.5.5 Identify an awareness of employer expectations for the job
- 5.5.6 Carryout job tasks in accordance with employer expectations
- 5.5.7 Display positive work ethic

## 5.6 Upgrade career skills

Key Indicators:

- 5.6.1 Identify personal and workplace changes that require upgrading of own skills
- 5.6.2 Modify own career goals based on personal and workplace changes
- 5.6.3 Analyze various education/training options for securing needed upgrading
- 5.6.4 Identify professional development opportunities
- 5.6.5 Participate in professional development activities
- 5.6.6 Recognize need for lifelong upgrading of career skills



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5.7

## Explore opportunities to create businesses

**Key Indicators:**

5.7.1 Identify an unmet need or opportunity for provision of a good or service

5.7.2 Identify potential target markets nationally and/or internationally

5.7.3 Identify factors that contribute to the success or failure of a business

5.7.4 Evaluate the costs and benefits of future opportunities (e.g., renovations, improvements, expansions, addition of new products or services, international trade opportunities)

5.7.5 Evaluate entrepreneurship and intrapreneurship opportunities

5.7.6 Identify components of a business plan, considering various factors for identified opportunities and marketing strategies (including population, climate, location, supply and demand, competition)

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# Managing Resources - Strand 6

Core ITAC

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## Expectation

**In high-performance workplaces, all individuals must effectively manage a variety of resources—personal, financial, and environmental. Individuals' ability to maintain good health, contribute to a safe work environment, and manage time not only enhances personal well-being, but fosters the success of the organization or business as well.**

## Competencies

6.1 Apply self-management processes in the workplace

6.2 Use reference materials to obtain information appropriate to a given problem, topic, or situation

6.3 Maintain/promote wellness

6.4 Determine the impact of government regulations and business/industry procedures on the performance of particular work functions

6.5 Implement safety procedures and programs

6.6 Support the provision of first aid in accordance with company policy and procedures

6.7 Manage work and family responsibilities for the well-being of self and others

6.8 Determine resources needed to produce a given product or provide a given service

6.9 Ensure the quality of products and services

6.10 Utilize an inventory control system to track supplies, materials, and equipment

6.11 Make informed financial decisions

## Scenario

Your city has just experienced an outbreak of E.coli bacteria, which made a large percentage of the population ill. As a member of the city health department staff, your job is to analyze the potential causes of the outbreak and to educate the citizens and businesses in the community so as to prevent future outbreaks. Develop and present several communication tools, such as a 60-second television advertisement and a brochure, that convey your recommendations to prevent further contamination and illness.

### *Guiding Questions*

- What food-handling and production practices contribute to E.coli contamination?
- What are the consequences of unsafe practices for individuals, businesses, and the community as a whole?
- What government regulations and business/industry policies impact the quality and safety of the foods we eat?
- How can individuals and families maintain good health and prevent E.coli contamination?



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6.1 **Apply self-management processes in the workplace**

Key Indicators:

6.1.1 Develop a system for organizing work
6.1.2 Apply time-management skills
6.1.3 Apply anger-management skills
6.1.4 Apply stress-management skills
6.1.5 Arrange work environment based on the principles of ergonomics
6.1.6 Maintain a work area conducive to productivity (e.g., neat, orderly)
6.1.7 Manage resources to support achievement of goals

6.2 **Use reference materials to obtain information appropriate to a given problem, topic, or situation**

Key Indicators:

6.2.1 Obtain needed technological and informational reference materials
6.2.2 Collect information from selected references
6.2.3 Evaluate the validity and reliability of the information obtained
6.2.4 Organize information for use in problem solving, decision making, or communications
6.2.5 Apply information to workplace situations

6.3 **Maintain/promote wellness**

Key Indicators:

6.3.1 Recognize positive and negative influences on wellness (including social activities, sports, hobbies, environment, health, emotions, economics)
6.3.2 Participate in the arts disciplines and/or extracurricular activities (including dance, music, theater, visual arts, sports) that promote wellness and balance within an individual
6.3.3 Follow wellness principles that result in significant, measurable improvements in own overall health condition and the health condition of peer(s)
6.3.4 Monitor health and health parameters
6.3.5 Act on environmental issues that influence wellness

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## 6.4 Determine the impact of government regulations and business/industry procedures on the performance of particular job functions

Key Indicators:

6.4.1 Identify the purpose of government regulations and their impact on the management of resources

6.4.2 Differentiate among federal, state, and local regulations and local business and industry procedures

6.4.3 Identify the various agencies involved in government oversight

6.4.4 Identify which regulations or guidelines take priority in a given situation

6.4.5 Locate information about the required process(es) for implementing regulations

6.4.6 Comply with regulations in the handling of materials, services, resources, and/or work activities (including inspection or self-monitoring)

## 6.5 Implement safety procedures and programs

Key Indicators:

6.5.1 Identify safety requirements

6.5.2 Demonstrate knowledge of safety rules and guidelines

6.5.3 Interpret safety signs and symbols

6.5.4 Demonstrate desirable safety attitudes and habits

6.5.5 Use safety equipment in accordance with established procedures

6.5.6 Document results of safety procedures and programs

## 6.6 Support the provision of first aid in accordance with company policy and procedures

Key Indicators:

6.6.1 Identify supplies and equipment needed in emergency situations

6.6.2 Locate supplies and equipment needed in emergency situations

6.6.3 Follow established procedures for the administration of first aid until official help arrives

6.6.4 Analyze the impact of stress throughout an emergency situation

6.6.5 Practice universal precautions during first aid procedures (including those related to blood-borne pathogens, confined spaces, emergency egress, fire safety, hearing conservation)

## 6.7 Manage work and family responsibilities for the well-being of self and others

Key Indicators:

6.7.1 Explore the meaning of work and the meaning of family

6.7.2 Analyze how work life is affected by families and how families are affected by work life

6.7.3 Implement strategies for balancing work and family roles



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6.8 **Determine resources needed to produce a given product or provide a service**

Key Indicators:

6.8.1 Identify the different types of resources involved in the production of a product or provision of a service (e.g., financial, human, material, equipment)

6.8.2 Create a management plan for the allocation of financial resources to meet financial goals

6.8.3 Plan for the appropriate allocation and use of materials and equipment

6.8.4 Plan for the allocation and use of human resources

6.8.5 Plan for the allocation and use of information and technology needed to make and support decisions

6.8.6 Plan for the allocation and use of natural resources

6.8.7 Plan for the allocation and use of space so as to make the best use of facilities for goal achievement

6.9 **Ensure the quality of products and services**

Key Indicators:

6.9.1 Identify the importance of individual and organizational productivity in the workplace and how it affects the profitability of the business

6.9.2 Determine the quality- and quantity-control standards and procedures required to produce a specific product or provide a specific service

6.9.3 Inspect the production of the product or provision of the service to assure quality levels

6.9.4 Monitor production of products and provision of services

6.9.5 Select equipment and raw materials that will support quality in the process of producing a product or providing a service

6.9.6 Interpret quantitative and qualitative records to identify problems and provide a basis for making decisions about the production of products and provision of services

6.9.7 Provide appropriate documentation regarding the quality of products and services

6.9.8 Identify corrective actions needed to improve the quality of products and services

6.9.9 Create new methods for improving the quality of products and services

6.10 **Utilize an inventory control system to track supplies, materials, and equipment**

Key Indicators:

6.10.1 Determine the factors, including regulations, that influence the type of control system used

6.10.2 Develop an inventory system

6.10.3 Maintain the inventory system

6.10.4 Report the inventory results



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## 6.11 Make informed financial decisions

Key Indicators:

- 6.11.1 Identify the need for personal financial management records
- 6.11.2 Create a budget
- 6.11.3 Evaluate the effectiveness of the budget
- 6.11.4 Demonstrate knowledge of how credit affects personal/family finances
- 6.11.5 Identify the steps to follow to avoid credit problems
- 6.11.6 Make informed consumer choices in response to personal needs and wants
- 6.11.7 Identify the factors that influence consumer decisions (e.g., advertisements, peer groups, price, location)
- 6.11.8 Recognize the value of company benefits and the importance of retirement planning
- 6.11.9 Identify the costs and benefits for individuals of various types of taxation at the local, state, and federal levels

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# Academic Connections in Core ITAC

Academic Connections answer the question, "What knowledge and skills from the Ohio Compentency-Based Education (CBE) Models are essential to the achievement of the Core competencies?" The academic content represented in the ITAC includes the subject areas from six models:

The Arts

Mathematics

Social Studies

Language Arts

Foreign Language

Science

These connections were identified by relating the content of the competencies in the Core ITAC strands to essential content from the objectives in the Ohio CBE Models. ITAC key indicators for each competency were used to clarify the nature and specificity of the connection. Subject-matter experts in each academic area verified the connections.

The following chart is a summary of the percentages of connections for each model. For specific connections between the core competencies and objectives in each model, visit the following website: <www.cete.org/products>. This summary does not represent all possible opportunities for interdisciplinary curriculum development. Many other connections could be made during the instructional process through authentic projects or workplace situations that involve related content.

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# Academic Connections in Core ITAC

The chart below illustrates the relationship between the Core ITAC and the objectives in Ohio's Competency-Based Education (CBE) Models. Each column represents the percent of the total number of CBE objectives, PreK–12 grade, that are related to each core competency.

| Core ITAC Competencies | Academic Models: Percent of Model Relating to Core ITAC | | | | | |
|---|---|---|---|---|---|---|
| | The Arts | Math | Social Studies | Language Arts | Foreign Language | Science |
| **Strand 1— Solving Problems and Thinking Skillfully** | | | | | | |
| 1.1 Solve problems and make decisions in work-related situations | 52% | 16% | 4% | 24% | 0% | 54% |
| 1.2 Read for information and understanding | 5% | 1% | 19% | 33% | 5% | 32% |
| 1.3 Use observation skills to analyze work-related situations | 27% | 5% | 1% | 42% | 2% | 39% |
| 1.4 Apply mathematical processes | 0% | 62% | 1% | <1% | 4% | 24% |
| 1.5 Apply measurement and spatial skills | 0% | 22% | 1% | 0% | 4% | 28% |
| 1.6 Apply statistical analysis skills | <1% | 9% | <1% | 1% | 0% | 12% |
| 1.7 Analyze critical data to guide work activities | 5% | 0% | 1% | 1% | 0% | 27% |
| 1.8 Utilize scheduling techniques to ensure that jobs are completed by the stated due date | <1% | 0% | 0% | 3% | 0% | 1% |
| 1.9 Demonstrate knowledge of the economy and how it functions as a whole | 6% | 0% | 6% | 1% | 2% | 0% |
| 1.10 Demonstrate knowledge of the economy as a framework within which decisions are made by individuals and groups | 3% | 2% | 6% | 1% | 4% | 0% |
| **Strand 2 — Communicating Effectively** | | | | | | |
| 2.1 Apply basic communication skills | 79% | 3% | 1% | 67% | 50% | 20% |
| 2.2 Apply oral communication skills | 14% | 5% | 0% | 18% | 37% | 10% |
| 2.3 Apply written communication skills | 5% | 2% | 0% | 29% | 13% | 9% |
| 2.4 Apply technical writing skills | 2% | 0% | 0% | 1% | 0% | 5% |
| 2.5 Apply listening skills | 4% | 0% | 1% | 21% | 8% | 9% |
| 2.6 Apply demonstration/presentation skills | 20% | <1% | 0% | 6% | 7% | 4% |
| 2.7 Apply graphic communication skills | 12% | 9% | 2% | 4% | 5% | 5% |
| 2.8 Apply artistic communication skills | 96% | <1% | 1% | 27% | 8% | 3% |
| 2.9 Convey information through multimedia presentation | 13% | 0% | 0% | 2% | 1% | 4% |
| 2.10 Create graphs and charts | 3% | 10% | 2% | 4% | 5% | 6% |
| 2.11 Build interpersonal relationships | 4% | 0% | 4% | 5% | 11% | 7% |



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| Core ITAC Competencies | Academic Models — Percent of Model Relating to Core ITAC | | | | | |
|---|---|---|---|---|---|---|
| | The Arts | Math | Social Studies | Language Arts | Foreign Language | Science |
| **Strand 3 — Applying Technology** | | | | | | |
| 3.1 Demonstrate technological literacy | 5% | 1% | 1% | 0% | 0% | 8% |
| 3.2 Access/transmit information using electronic communication systems | <1% | 0% | 0% | 2% | 11% | 2% |
| 3.3 Demonstrate computer literacy | 4% | 2% | 0% | 4% | 3% | 4% |
| 3.4 Use database software in work-related situations | 0% | 0% | 0% | <1% | 0% | 3% |
| 3.5 Use spreadsheet software in work-related situations | 0% | <1% | 0% | 0% | 0% | 2% |
| 3.6 Use word-processing software in work-related situations | <1% | 0% | 0% | 2% | 2% | 2% |
| **Strand 4 — Working Responsibly** | | | | | | |
| 4.1 Demonstrate leadership | 0% | 0% | 2% | 1% | 0% | 4% |
| 4.2 Contribute to teamwork | 20% | 0% | 5% | 23% | 4% | 5% |
| 4.3 Choose ethical courses of action in all work assignments and personal interactions | 0% | 0% | <1% | 1% | 0% | 4% |
| 4.4 Demonstrate the work ethic | <1% | 0% | 1% | 13% | 3% | 4% |
| 4.5 Comply with the confidentiality requirements of workplace policies and procedures | 0% | 0% | 0% | <1% | 0% | 1% |
| 4.6 Apply appropriate strategies for dealing with the differences associated with diversity (e.g., racial, ethnic, gender, educational, personality, social, and age) | 20% | 0% | 8% | 20% | 8% | 4% |
| **Strand 5 — Planning and Managing a Career** | | | | | | |
| 5.1 Identify how personal interests, abilities, and skills relate to choosing a career | 8% | 0% | 1% | 11% | 2% | 1% |
| 5.2 Investigate career options | 6% | 0% | 0% | <1% | 3% | 1% |
| 5.3 Chart career using career-planning skills | 2% | 0% | 0% | <1% | 2% | 1% |
| 5.4 Demonstrate skills needed to enter or reenter the workforce | 4% | 0% | <1% | 1% | 5% | <1% |
| 5.5 Demonstrate job-keeping skills | 0% | 0% | 0% | 8% | <1% | 0% |
| 5.6 Upgrade career skills | 0% | 0% | 0% | 0% | 0% | 0% |
| 5.7 Explore opportunities to create businesses | 2% | 0% | 3% | 0% | 1% | 0% |

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| Core ITAC Competencies | Academic Models: Percent of Model Relating to Core ITAC | | | | | |
|---|---|---|---|---|---|---|
| | The Arts | Math | Social Studies | Language Arts | Foreign Language | Science |
| **Strand 6 — Managing Resources** | | | | | | |
| 6.1 Apply self-management processes in the workplace | 5% | 0% | 3% | 8% | 8% | 3% |
| 6.2 Use reference materials to obtain information appropriate to a given problem, topic, or situation | 12% | 0% | 1% | 7% | <1% | 4% |
| 6.3 Maintain/promote wellness | <1% | 0% | 0% | 8% | 1% | 1% |
| 6.4 Determine the impact of government regulations and business/industry procedures on the performance of particular work functions | 0% | 0% | 4% | 0% | 0% | 0% |
| 6.5 Implement safety procedures and programs | 12% | 0% | 0% | <1% | 0% | 3% |
| 6.6 Support the provision of first aid in accordance with company policy and procedures | 0% | 0% | 0% | 0% | 0% | 0% |
| 6.7 Manage work and family responsibilities for the well-being of self and others | 0% | 0% | 0% | <1% | 0% | <1% |
| 6.8 Determine resources needed to produce a given product or provide a given service | 11% | 0% | 6% | 2% | 0% | 1% |
| 6.9 Ensure the quality of products and services | 22% | 0% | 0% | 8% | 0% | <1% |
| 6.10 Utilize an inventory control system to track supplies, materials, and equipment | 0% | 0% | 0% | <1% | 0% | <1% |
| 6.11 Make informed financial decisions | 0% | 0% | 2% | <1% | 0% | 0% |

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# Core ITAC Acknowledgments

The Vocational Instructional Materials Laboratory extends thanks and appreciation to the many representatives of business, industry, labor, and community organizations who contributed their time and expertise to the identification and verification of competencies.

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Laura Berk, The Center for Manufacturing Excellence, Toledo, Ohio
Kay Briggs, Coalition of Neighborhoods, Cincinnati, Ohio
Walter R. Cates, Sr., Main Street Business Association, Columbus, Ohio
Cap Clegg, Columbus Financial Concepts, Dublin, Ohio
Randy Deatherage, Agnew Farm Equipment, Youngstown, Ohio
Timothy A. Ely, Beacon Electric, Cincinnati, Ohio
Diane Findley, RN, Paul E. Detty MD Inc., Lancaster, Ohio
Sheila Kane, The Andersons General Store, Columbus, Ohio
Keith Meske, Educable TV 25, Columbus, Ohio
Sandy O'Connor, Clark County Dept. of Human Services, Springfield, Ohio
Joyce E. Odor, Columbus Public Schools, Columbus, Ohio
James H. Orsborn, American Electric Power, Columbus, Ohio
Robert A. Osterling, Hy-Level Industries, Cleveland, Ohio
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Van S. White, Human Resources Consultant, Cincinnati, Ohio
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Virginia Ballinger, Ohio Department of Education, Columbus, Ohio
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Peggy Kasten, Ohio Department of Education, Columbus, Ohio
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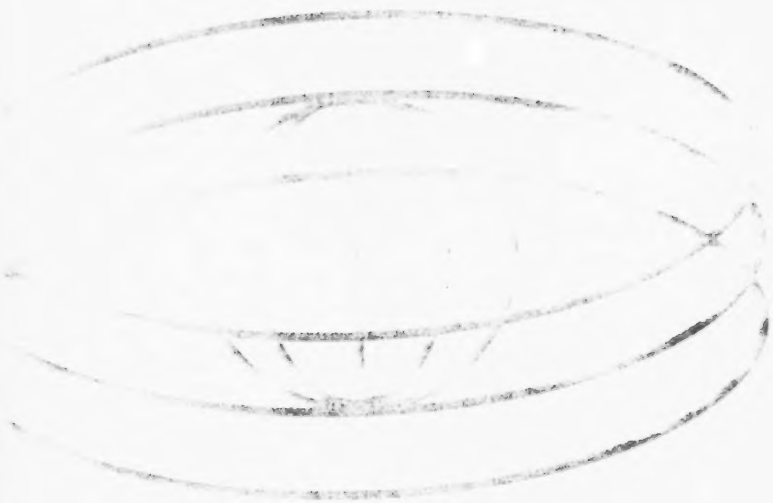
Dr. Joyce Malyn-Smith, Education Development Center, Inc., Newton, Massachusetts.



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# Arts & Communication Career Cluster ITAC

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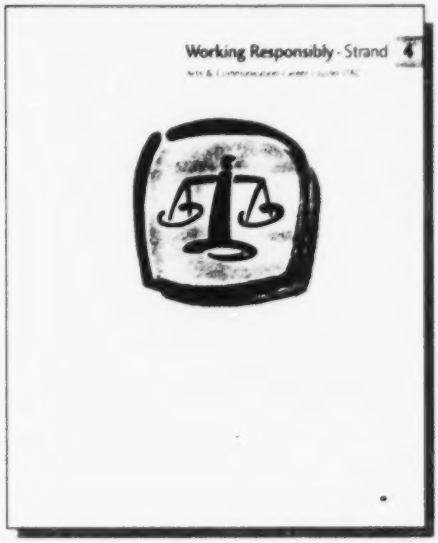
# Components of Career Cluster ITACs

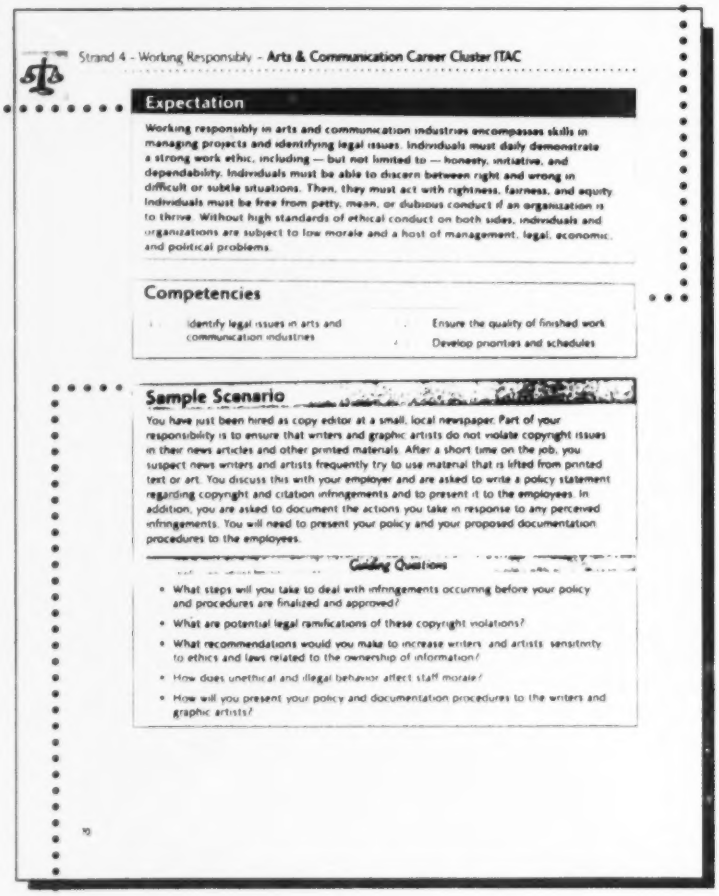
**Career Clusters:**
- Arts & Communications
- Business & Management
- Industrial & Engineering Systems
- Human Resources/Services
- Environmental & Agricultural Systems
- Health Services




Each strand in a Career Cluster ITAC has an introduction page which identifies the strand (in words and by icon) and the career cluster. These pages also appear in the Core ITAC.

**Expectation** – a statement of desired workplace behaviors and their importance in the world of work.

**Competencies** – observable and measurable knowledge, skills, and attitudes essential to achievement of the expectation.


Strand 4 - Working Responsibly - **Arts & Communication Career Cluster ITAC**

**Expectation**

Working responsibly in arts and communication industries encompasses skills in managing projects and identifying legal issues. Individuals must daily demonstrate a strong work ethic, including — but not limited to — honesty, initiative, and dependability. Individuals must be able to discern between right and wrong in difficult or subtle situations. Then, they must act with rightness, fairness, and equity. Individuals must be free from petty, mean, or dubious conduct if an organization is to thrive. Without high standards of ethical conduct on both sides, individuals and organizations are subject to low morale and a host of management, legal, economic, and political problems.

**Competencies**

1. Identify legal issues in arts and communication industries
2. Ensure the quality of finished work
3. Develop priorities and schedules

**Sample Scenario**

You have just been hired as copy editor at a small, local newspaper. Part of your responsibility is to ensure that writers and graphic artists do not violate copyright issues in their news articles and other printed materials. After a short time on the job, you suspect news writers and artists frequently try to use material that is lifted from printed text or art. You discuss this with your employer and are asked to write a policy statement regarding copyright and citation infringements and to present it to the employees. In addition, you are asked to document the actions you take in response to any perceived infringements. You will need to present your policy and your proposed documentation procedures to the employees.

*Guiding Questions*

- What steps will you take to deal with infringements occurring before your policy and procedures are finalized and approved?
- What are potential legal ramifications of these copyright violations?
- What recommendations would you make to increase writers' and artists' sensitivity to ethics and laws related to the ownership of information?
- How does unethical and illegal behavior affect staff morale?
- How will you present your policy and documentation procedures to the writers and graphic artists?

**Sample Scenario** – a real-life workplace situation requiring learners to apply the knowledge and skills reflected in the strand competencies.

**Sample Guiding Questions** – targeted questions to use in focusing learners' attention on knowledge and skills covered in the scenario.

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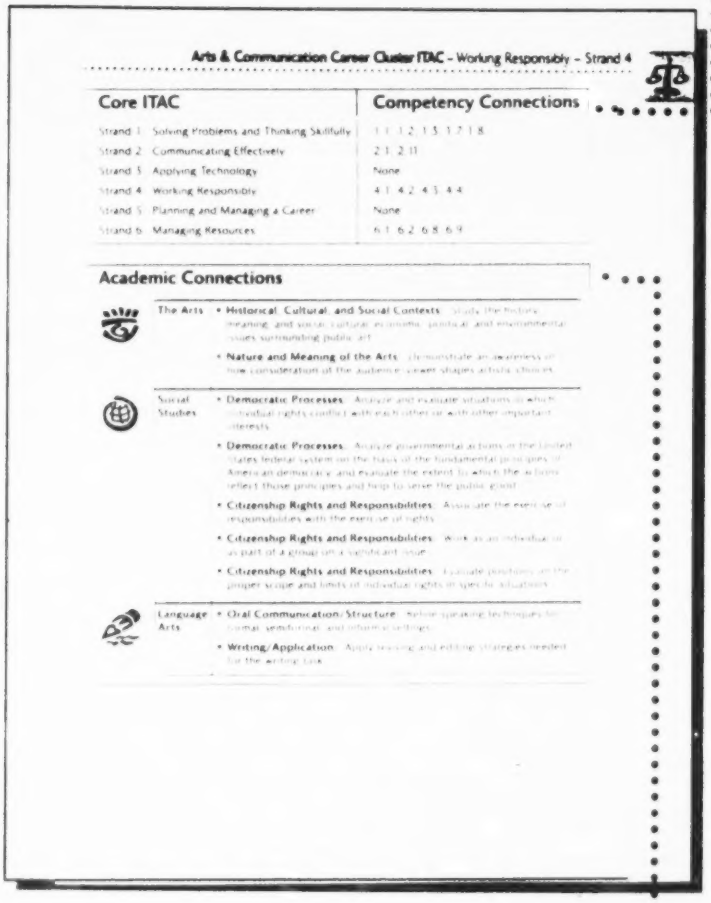
**Connections to Core ITAC Competencies** – a list, by number, of key competencies in Core ITAC that relate to and/or reinforce the competencies in the given strand and cluster.



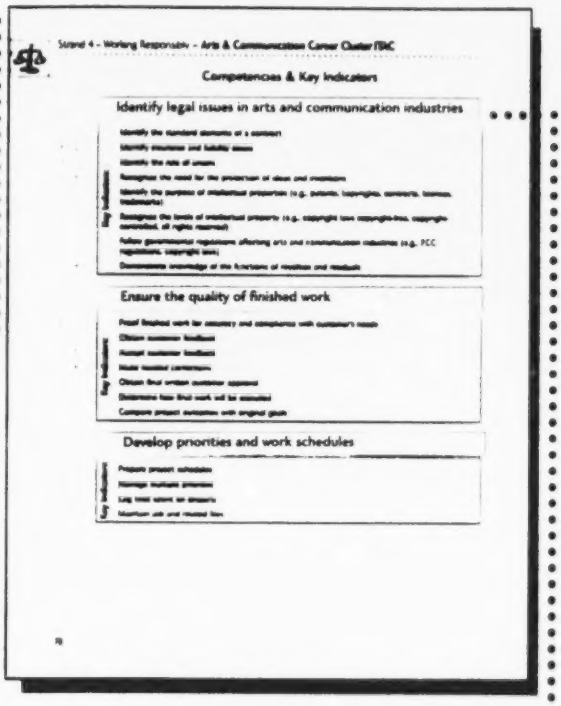
**Arts & Communication Career Cluster ITAC** – Working Responsibly – Strand 4

| Core ITAC | Competency Connections |
|---|---|
| Strand 1 Solving Problems and Thinking Skillfully | 1.1, 1.2, 1.3, 1.7, 1.8 |
| Strand 2 Communicating Effectively | 2.1, 2.11 |
| Strand 3 Applying Technology | None |
| Strand 4 Working Responsibly | 4.1, 4.2, 4.3, 4.4 |
| Strand 5 Planning and Managing a Career | None |
| Strand 6 Managing Resources | 6.1, 6.2, 6.8, 6.9 |

**Academic Connections**

| | | |
|---|---|---|
| The Arts | • **Historical, Cultural, and Social Contexts** | Study the history, meaning, and social, cultural, economic, political, and environmental issues surrounding public art |
| | • **Nature and Meaning of the Arts** | Demonstrate an awareness of how consideration of the audience's intent shapes artistic choices |
| Social Studies | • **Democratic Processes** | Analyze and evaluate situations in which individual rights conflict with each other or with other important interests |
| | • **Democratic Processes** | Analyze governmental actions in the United States federal system on the basis of the fundamental principles of American democracy and evaluate the extent to which the actions reflect those principles and help to serve the public good |
| | • **Citizenship Rights and Responsibilities** | Associate the exercise of responsibilities with the exercise of rights |
| | • **Citizenship Rights and Responsibilities** | Work as an individual or as part of a group on a significant issue |
| | • **Citizenship Rights and Responsibilities** | Evaluate positions on the proper scope and limits of individual rights in specific situations |
| Language Arts | • **Oral Communication/Structure** | Refine speaking techniques for formal, semiformal, and informal settings |
| | • **Writing/Application** | Apply revising and editing strategies needed for the writing task |

**Connections to Academic Models** – a list of objectives from Ohio's Competency-Based Education Models, grades 9–12, that relate to and/or reinforce the competencies in the given strand and cluster. Each academic area is represented by an icon.



Strand 4 – Working Responsibly – Arts & Communication Career Cluster ITAC

Competencies & Key Indicators

**Identify legal issues in arts and communication industries**

Key Indicators

**Ensure the quality of finished work**

Key Indicators

**Develop priorities and work schedules**

Key Indicators

Pages following the overview list each competency with its key indicators. Key indicators describe significant elements of competency performance.

**Connections to Ohio's Proficiency Tests and ACT Work Keys®** – a crosswalk between ITACs (core, cluster, specialization) and assessments that reflect student exit outcomes.

The Arts

Mathematics

Social Studies

Language Arts

Foreign Language

Science

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# Solving Problems and Thinking Skillfully - Strand 1

Arts & Communication Career Cluster ITAC

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## Expectation

**All individuals, regardless of career choice, must be able to think for themselves; initiate action on their own; and direct, modify, and assess their own work. Employers seek lifelong learners who can locate and use information. The following competencies — focusing on relationships, trends, and concepts in arts and communications industries — specify the knowledge, skills, and attitudes needed to develop the capacity to assess problems and situations, anticipate what might happen next, and continuously search for creative solutions.**

## Competencies

1.1 Identify the elements and forms essential to the various disciplines within the arts and communication industries

1.2 Analyze relationships within arts and communication

1.3 Recognize art and communication as forms of expression

1.4 Demonstrate knowledge of basic arts and communication concepts

1.5 Apply economic concepts to arts and communication industries

1.6 Analyze trends and issues in arts and communication industries

1.7 Develop a concept using an art or communication medium

1.8 Establish a marketing plan

1.9 Analyze the relationship between artistic choices and business decisions

## Sample Scenario

You are working as an assistant to the promotions/marketing manager for the local Arts Council. Recent data indicate that youth in the community are not participating in local arts activities. Your manager has assigned you to research why this is so. Your manager also wants you to develop a promotional campaign for engaging youth in local arts events and activities. You will need to present your campaign to the manager during various stages of development as stipulated by the manager.

*Guiding Questions*

- How will you research the factors that affect the involvement of youth participation in the arts?
- What local, state, and national resources/agencies could help you determine effective campaign strategies?
- What is needed to help youth understand and appreciate the arts?
- What areas of the arts should be the focus of the involvement, and why?
- How will you determine the nature and content of your promotional message? What factors could affect your promotional campaign strategies and messages?
- How might funding of the Arts Council impact the implementation of your campaign?



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| Core ITAC | Competency Connections |
|---|---|
| Strand 1: Solving Problems and Thinking Skillfully | 1.1, 1.2, 1.3, 1.4, 1.5, 1.9, 1.10 |
| Strand 2: Communicating Effectively | 2.1, 2.2, 2.3, 2.5, 2.7, 2.8 |
| Strand 3: Applying Technology | None |
| Strand 4: Working Responsibly | None |
| Strand 5: Planning and Managing a Career | 5.7 |
| Strand 6: Managing Resources | 6.2, 6.8, 6.11 |

## Academic Connections

| | |
|---|---|
| The Arts | • **Historical, Cultural, and Social Contexts:** Explore the human experience as it relates to an arts form in terms of symbols and practices, reflecting on change and consistency across cultures and times<br>• **Historical, Cultural, and Social Contexts:** Investigate how the arts are an index to the social values and accomplishments of a community<br>• **Historical, Cultural, and Social Contexts:** Research the historical background of an arts form as a basis for interpretation and presentation<br>• **Historical, Cultural, and Social Contexts:** Use historical inquiry to examine the relationships between artworks and the culture and times in which they exist<br>• **Historical, Cultural, and Social Contexts:** Study the history, meaning, and social, cultural, economic, political, and environmental issues surrounding public art<br>• **Personal Expression and Production/Performance:** Investigate mediums in terms of their basic characteristics and traditional and experimental applications<br>• **Arts Criticism:** Develop criteria and format for viewers/presenters/listeners to analyze, evaluate, and judge a collection of work<br>• **Arts Criticism:** Examine works of art that show the range and possibilities of a specific medium<br>• **Nature and Meaning of the Arts:** Explore instances and roles of the arts in daily life<br>• **Nature and Meaning of the Arts:** Demonstrate an awareness of how consideration of the audience/viewer shapes artistic choices<br>• **Nature and Meaning of the Arts:** Recognize the relationship between cultural and social attitude and emotional reaction to an arts form or an event<br>• **Nature and Meaning of the Arts:** Articulate the basic nature of and need for the arts<br>• **Nature and Meaning of the Arts:** Analyze the relationships among community values, local artistic expression, and funding for the arts |

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## Academic Connections

| | |
|---|---|
| **Social Studies** | • **American Heritage:** Demonstrate historical continuity and/or change with respect to a particular historical development or theme by reconstructing and analyzing the chronological succession and duration of events associated with it<br>• **American Heritage:** Hypothesize the influence of the past on the present, including both the limitations and the opportunities made possible by decisions in the past<br>• **People in Societies:** Compare the development of three cultures on three different continents from 1919 to the present with regard to art, literature, and music; customs, traditions, and social developments; economic systems; governments; philosophical and religious ideas; relationship to the environment; science and technology<br>• **People in Societies** Examine the contributions of various cultural groups and representative individuals to American society<br>• **Decision Making and Resources:** Identify the external benefits and costs of economic activities<br>• **Decision Making and Resources:** Investigate factors that influence the supply of and demand for resources, goods, and services<br>• **Decision Making and Resources:** Compare advantages and disadvantages of competition in the marketplace, find examples of ways in which businesses compete, and identify reasons why they may seek to restrict competition |
| **Language Arts** | • **Listening/Visual Literacy:** Develop knowledge of structure through art, music, and literature<br>• **Oral Communication/Meaning Construction:** Communicate orally to inform and persuade<br>• **Oral Communication/Meaning Construction:** Prepare and deliver a formal speech/presentation<br>• **Oral Communication/Meaning Construction:** Prepare a formal speech/presentation<br>• **Oral Communication/Meaning Construction:** Participate in a variety of oral presentations<br>• **Oral Communication/Structure:** Refine speaking techniques for formal, semiformal, and informal settings<br>• **Reading/Structure:** Apply an expanding vocabulary gained through reading<br>• **Reading/Multidisciplinary:** Explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures by reading and experiencing our diverse literary tradition<br>• **Writing/Structure:** Evaluate and revise writing to focus on such things as audience, tone, and purpose |



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## Academic Connections

| | |
|---|---|
| **Language Arts** *(cont.)* | • **Writing/Meaning Construction:** Use word processing, graphics, and publishing as aids for constructing meaning in writing<br>• **Writing/Application:** Vary styles and formats for the intended purpose and audience |
| **Foreign Language** | • **Cultural Knowledge:** Develop sensitivity to cultural differences<br>• **Cultural Knowledge:** Identify and describe how people and events have influenced the culture of the target language country (countries)<br>• **Multidisciplinary Connections, Information, and Knowledge:** Examine developments in the 20th century in the areas of art, music, and literature in the target culture(s)<br>• **Multidisciplinary Connections, Information, and Knowledge:** Analyze examples of artistic expressions to gain understanding of historical events that took place in the target culture(s) |
| **Science** | • **Scientific Knowledge:** Formulate descriptions of the impacts of various forms of mechanical and electromagnetic waves on various organisms and objects<br>• **Scientific Knowledge:** Formulate models and hypotheses for patterns in the natural world (e.g., earth structures, transportation systems, migrations, communications, constellations) |

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## Competencies & Key Indicators

### 1.1 Identify the elements and forms essential to the various disciplines within the arts and communication industries

Key Indicators:

- 1.1.1 Identify how time affects the arts and communication industries (spacing, sequencing)
- 1.1.2 Identify components of a story, script, newspaper article, or essay (theme, style, setting, plot, characterization)
- 1.1.3 Identify styles and forms of various performing arts (drama, comedy, improvisation)
- 1.1.4 Identify how properties of sound (pitch, intensity, etc.) affect music
- 1.1.5 Identify elements of music (tone, color, volume, tempo, rhythm, melody, harmony)
- 1.1.6 Identify elements of visual art (lines, colors, texture, perspective, shape, form, dimension)
- 1.1.7 Identify elements of theatre (sound, lighting, costumes, makeup, staging, set design, acting)
- 1.1.8 Identify elements of photography (lighting, film speed, digital technology)
- 1.1.9 Identify elements of radio and television (sound, lighting, production)
- 1.1.10 Identify elements of journalism (brainstorming techniques, interviewing techniques, basic reporting skills)
- 1.1.11 Identify elements of graphic design (typography, composition, color)
- 1.1.12 Identify elements of multimedia (videography, programming, delivery)
- 1.1.13 Identify elements of dance (line, form, movement, shape, dynamics, rhythm, space)
- 1.1.14 Identify components of composition (graphic, typographic, choreographic)

### 1.2 Analyze relationships within arts and communication

Key Indicators:

- 1.2.1 Analyze the relationship between arts and communication industries
- 1.2.2 Analyze the relationship between art/communication, media, culture, ideas, and economy
- 1.2.3 Analyze the relationship between art/communication and other disciplines (e.g., science, math, philosophy, religion, history)
- 1.2.4 Recognize how subject matter in art relates to real people, events, objects, or experiences
- 1.2.5 Recognize how one art form relates to another
- 1.2.6 Investigate the impact of history and culture on arts and communication and the impact of arts and communication on history and culture



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## 1.3 Recognize art and communication as forms of expression

Key Indicators:

- 1.3.1 Determine various ways that one can be expressive
- 1.3.2 Examine the relationship between how works of art can affect the senses and emotions and how the senses and emotions can affect works of art
- 1.3.3 Examine how artists from different cultures use common subjects, ideas, and themes
- 1.3.4 Identify factors that influence creative expression (funding, technology, culture, politics, personal relationships, talents, skills)

## 1.4 Demonstrate knowledge of basic arts and communication concepts

Key Indicators:

- 1.4.1 Identify the processes, tools, costs, and materials in the arts and communication industries
- 1.4.2 Develop criteria for use in evaluating art/communication forms
- 1.4.3 Analyze criteria used in evaluating art/communication forms
- 1.4.4 Identify the concept in works of art/communication
- 1.4.5 Examine individual preferences and choices concerning artistic expression
- 1.4.6 Identify the role of the arts and communication in daily experiences
- 1.4.7 Recognize how technical elements affect works of art/communication
- 1.4.8 Analyze the personal and technical elements of artistry (study, imagination, timing, reflection, creativity)
- 1.4.9 Identify the need for arts/communication
- 1.4.10 Examine customary behavior at a performance or exhibit
- 1.4.11 Identify the impact of various arts elements (composition, scale, lighting)

## 1.5 Apply economic concepts to arts and communication industries

Key Indicators:

- 1.5.1 Identify the importance of economic resources and potential sources
- 1.5.2 Recognize how societal acceptance can affect funding of artistic expression
- 1.5.3 Analyze the concept of price in relationship to arts and communication
- 1.5.4 Analyze the concept of competition in relationship to arts and communication
- 1.5.5 Analyze the relationship between artistic choices and business decisions (marketing, cost-effectiveness, product design, consumerism)

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1.6 **Analyze trends and issues in arts and communication industries**

Key Indicators:

1.6.1 Analyze trends and issues in the funding of arts and communication industries
1.6.2 Analyze trends and issues among art, media, culture, equipment, and resources
1.6.3 Analyze how economic trends and interests affect economic flow in arts and communication

1.7 **Develop a concept using an art or communication medium**

Key Indicators:

1.7.1 Assess client needs and resources
1.7.2 Identify cost, quantity, and quality factors
1.7.3 Establish budgetary requirements
1.7.4 Establish a project timeline
1.7.5 Analyze factors related to the desired message (content, purpose, audience, demographics)
1.7.6 Establish a marketing plan
1.7.7 Research available concepts for ideas (e.g., brainstorming techniques)
1.7.8 Analyze available concepts for potential development
1.7.9 Develop multiple concepts based on analysis
1.7.10 Apply creativity in developing plans
1.7.11 Present initial concepts to client
1.7.12 Interact with client to finalize concept

1.8 **Establish a marketing plan**

Key Indicators:

1.8.1 Analyze promotional strategies used in arts and communication
1.8.2 Identify sales skills needed in the arts and communication industries
1.8.3 Prepare marketing records and reports
1.8.4 Examine target markets and demographics

1.9 **Analyze the relationship between artistic choices and business decisions**

Key Indicators:

1.9.1 Determine project limitations based on budget
1.9.2 Determine creative limitations based on the ability to produce concept
1.9.3 Examine constraints on project due to production timelines



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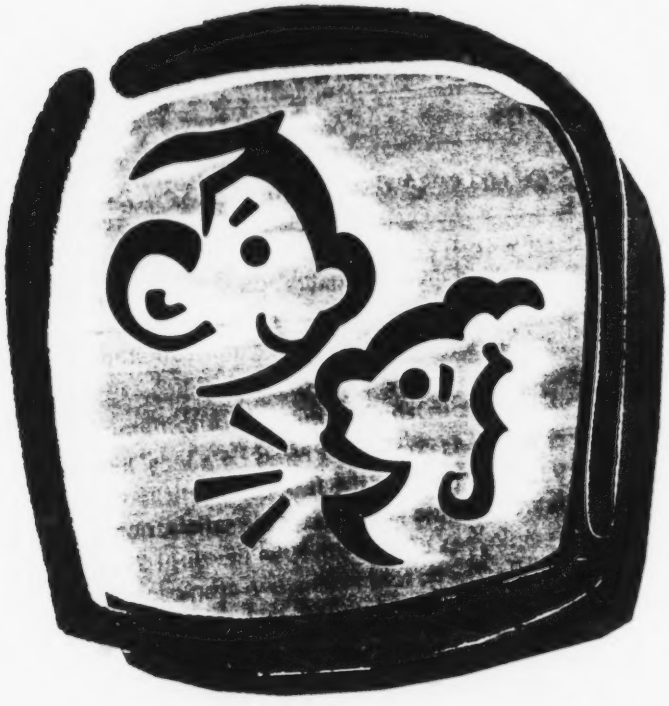

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## Expectation

**Effective communication is essential to workplaces, communities, and families. In arts and communication industries, it is critical to be able to plan and present oral and written messages designed to reach a wide variety of audiences. Employees with strong communication skills contribute to organizational productivity, enhance interpersonal relationships with coworkers and clients, and create opportunities for promotion and advancement.**

## Competencies

| | | | |
|---|---|---|---|
| 2.1 | Build internal and external customer relations | 2.3 | Demonstrate oral communication skills |
| 2.2 | Demonstrate written communication skills | 2.4 | Deliver business presentations to clients |

## Sample Scenario

You are a customer relations consultant hired by a local interior design firm in a culturally diverse community to improve how the firm communicates with clients. Recently, the firm has become aware of some major client dissatisfaction. Client surveys have revealed instances in which employees of the firm have developed incomplete design plans, presented designs ineffectively, told insensitive ethnic jokes, and missed deadlines. You need to analyze past problems and create strategies/procedures that will help the firm to avoid these situations in the future. You will need to present your strategies and reasoning to the firm's partners as soon as possible.

*Guiding Questions*

- What information do you need to collect in order to create effective solution strategies/procedures? From whom?
- How will you pinpoint the problems and identify preferred communications needed between clients and employees in a culturally diverse community?
- What specific strategies/procedures for preventing dissatisfaction and enhancing client satisfaction will you recommend? What specific technologies could be useful for this purpose?
- What training might you suggest for employees?
- How will you determine the effectiveness of your solution strategies/procedures once they have been implemented?
- How will you present your strategies/procedures to the partners in the firm?



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| Core ITAC | Competency Connections |
|---|---|
| Strand 1: Solving Problems and Thinking Skillfully | 1.1, 1.2, 1.3, 1.5 |
| Strand 2: Communicating Effectively | 2.1, 2.2, 2.3, 2.5, 2.6, 2.8, 2.9, 2.11 |
| Strand 3: Applying Technology | 3.1, 3.3 |
| Strand 4: Working Responsibly | 4.1, 4.2, 4.3, 4.4, 4.6 |
| Strand 5: Planning and Managing a Career | None |
| Strand 6: Managing Resources | 6.9 |

## Academic Connections

| | |
|---|---|
| **The Arts** | • **Personal Expression and Production/Performance:** Develop and practice presentation skills<br>• **Art Criticism:** Defend technical language when discussing works of art<br>• **Nature and Meaning of the Arts:** Demonstrate an awareness of how consideration of the audience/viewer shapes artistic choices |

| | |
|---|---|
| **Language Arts** | • **Oral Communication/Structure:** Select topics and vocabulary suitable to the audience<br>• **Oral Communication/Structure:** Organize notes and ideas for formal, semiformal, and informal presentations of information<br>• **Oral Communication/Meaning Construction:** Communicate orally to inform and persuade<br>• **Oral Communication/Meaning Construction:** Prepare and deliver a formal speech/presentation<br>• **Oral Communication/Meaning Construction:** Assess needs of audience, adjusting language and presentation according to their understanding<br>• **Oral Communication/Application:** Practice interviewing techniques<br>• **Oral Communication/Application:** Use oral communication for a variety of purposes and audiences<br>• **Reading/Structure:** Develop and use an increasingly sophisticated vocabulary gained through context<br>• **Writing/Structure:** Evaluate and revise writing to focus on such things as audience, tone, and purpose<br>• **Writing/Structure:** Refine word choice and tone according to audience, situation, and purpose<br>• **Writing/Meaning Construction:** Use word processing, graphics, and publishing as aids for constructing meaning in writing<br>• **Writing/Application:** Apply revising and editing strategies needed for the writing task |

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## Academic Connections

| | |
|---|---|
| **Language Arts** *(cont.)* | • **Writing/Application:** Vary styles and formats for the intended purpose and audience<br>• **Listening/Visual Literacy/Structure:** Expand use of correct and appropriate grammar, diction, and syntax through listening |
| **Foreign Language** | • **Cultural Knowledge:** Describe common behavior patterns, beliefs, and attitudes of people in the target culture(s)<br>• **Cultural Knowledge:** Analyze unique differences between the home and target cultures, and explain the reasons for such differences<br>• **Cultural Knowledge:** Develop sensitivity to cultural differences |



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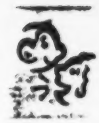

## Competencies & Key Indicators

### 2.1 Build internal and external customer relations

Key Indicators:

- 2.1.1 Identify available products and services within the given industry
- 2.1.2 Recognize the importance of all customers to any business
- 2.1.3 Initiate client interaction
- 2.1.4 Demonstrate knowledge of how individual characteristics (e.g., ethics, culture, socio-economic status) affect customer's needs
- 2.1.5 Interact with customers and vendors in a professional manner (prompt, friendly, courteous, helpful, knowledgeable, understandable, ethical, accurate)
- 2.1.6 Follow through on goals, objectives, and commitments made to customers and vendors (deadlines, delivery specifications)
- 2.1.7 Handle customer complaints in accordance with customer service policy
- 2.1.8 Clarify communication by rephrasing statements, asking questions, showing empathy, and interpreting both verbal and nonverbal information

### 2.2 Demonstrate written communication skills

Key Indicators:

- 2.2.1 Obtain needed information using targeted written questions
- 2.2.2 Follow established company procedures for written communications (e.g., via fax, e-mail, memo, letter)
- 2.2.3 Exhibit creativity, accuracy, and legibility in written communications
- 2.2.4 Demonstrate knowledge of industry language and terminology
- 2.2.5 Edit written material
- 2.2.6 Identify communication approach appropriate for given audience (humorous, formal, informal)

### 2.3 Demonstrate oral communication skills

Key Indicators:

- 2.3.1 Obtain needed information using targeted oral questions
- 2.3.2 Exhibit creativity and accuracy in oral communications
- 2.3.3 Demonstrate knowledge of industry language and terminology
- 2.3.4 Contribute to group discussions
- 2.3.5 Identify communication approach appropriate for given audience (humorous, formal, informal)



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| | | |
|---|---|---|
| 2.4 | | **Deliver business presentations to clients** |
| 2.4.1 | Key Indicators: | Identify business presentation types and techniques |
| 2.4.2 | | Outline presentations |
| 2.4.3 | | Determine availability of media for presentation (e.g., advertising, head shots, slides, photos, videotapes, audiotapes, direct mail) |
| 2.4.4 | | Enhance presentation delivery using various types of media and technologies |
| 2.4.5 | | Utilize proper grammar and sentence structure in presentations |
| 2.4.6 | | Sell presentation concept |

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## Expectation

**Technology influences every work environment. To be effective in today's workplace, individuals must be able to use the tools of technology and software applications to improve productivity and efficiency. Employers seek individuals who have developed technological skills and who stay abreast of the continuously changing technological environment.**

## Competencies

| | | | |
|---|---|---|---|
| 3.1 | Recognize the need for technology | 3.3 | Utilize emerging technology in arts and communication industries |
| 3.2 | Communicate using telecommunications tools | | |

## Sample Scenario

You are a consultant who specializes in commercial art applications. A local printing company has contracted with you to identify potential technology to bring their production department up to date. The company expects you to analyze the technology options based on cost, ease of use, amount of training needed, security of information, and ability to keep the technology current. Once you have determined which technologies you would recommend, you need to present and demonstrate those technologies to the production department. In your presentation, it is important that you show how technology could be useful in solving printing problems and enhancing print layouts.

*Guiding Questions*

- How will you assess the technology needs of the department?
- What criteria will you use to select the technology?
- How will you interact with department employees to most effectively demonstrate the recommended technology?
- How will future technology trends in arts and communication be addressed?



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| Core ITAC | Competency Connections |
|---|---|
| Strand 1: Solving Problems and Thinking Skillfully | 1.1, 1.2 |
| Strand 2: Communicating Effectively | 2.1, 2.2, 2.5, 2.11 |
| Strand 3: Applying Technology | 3.1, 3.2, 3.3 |
| Strand 4: Working Responsibly | 4.3, 4.4, 4.5, 4.6 |
| Strand 5: Planning and Managing a Career | None |
| Strand 6: Managing Resources | 6.1, 6.2 |

## Academic Connections

| | |
|---|---|
| **The Arts** | • **Personal Expression and Production/Performance:** Transform a work of art using a new or different technology |
| **Language Arts** | • **Oral Communication/Meaning Construction:** Gather and assess information for speaking<br>• **Oral Communication/Meaning Construction:** Use prior knowledge and experiences to facilitate comprehension of new oral texts<br>• **Oral Communication/Application:** Use oral communication for a variety of purposes and audiences<br>• **Oral Communication/Application:** Use technology and other media as a means of expressing ideas |
| **Science** | • **Scientific Inquiry:** Construct and test models of physical, biological, social and geological systems<br>• **Scientific Knowledge:** Formulate descriptions of the impacts of various forms of mechanical and electromagnetic waves on various organisms and objects<br>• **Scientific Knowledge:** Formulate explanations and representations of the production, transmission, and conservation of energy in biological and physical systems (e.g., weather, volcanism, earthquakes, electricity, magnetism, cellular respiration)<br>• **Scientific Knowledge:** Formulate models and hypotheses that can be used to explain the interactions of components within technological and ecological systems<br>• **Applications for Science Learning:** Analyze the contributions of advances in technology through history to own everyday life<br>• **Applications for Science Learning:** Extend the limits of human capabilities using technological enhancements |



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## Competencies & Key Indicators

### 3.1 Recognize the need for technology

Key Indicators:

- 3.1.1 Identify the importance of computer-aided design
- 3.1.2 Identify the benefits of being able to access computer applications (saved documents, scanned documents, documents on zip drives)
- 3.1.3 Identify the importance of television and radio technologies (e.g., digital television, digital sound)
- 3.1.4 Identify the importance of the technologies used in the print industry

### 3.2 Communicate using telecommunications tools

Key Indicators:

- 3.2.1 Identify company policies and protocols regarding use of telecommunications tools (telephones, answering machine, voice mail, fax, e-mail, teleconferencing systems)
- 3.2.2 Access operating information using manufacturer's manuals, help functions, and online documentation
- 3.2.3 Communicate via telecommunication tools in accordance with established policies/protocols
- 3.2.4 Demonstrate knowledge of new and emerging communication technologies
- 3.2.5 Take complete and accurate messages
- 3.2.6 Give complete and accurate messages

### 3.3 Utilize emerging technology in arts and communication industries

Key Indicators:

- 3.3.1 Investigate future technological trends in arts and communication industries
- 3.3.2 Navigate the Internet using services and tools
- 3.3.3 Investigate emerging technology (e.g., digital systems, software, printing methods, Web technologies)

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# Working Responsibly - Strand 4

Arts & Communication Career Cluster ITAC

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## Expectation

**Working responsibly in arts and communication industries encompasses skills in managing projects and identifying legal issues. Individuals must daily demonstrate a strong work ethic, including — but not limited to — honesty, initiative, and dependability. Individuals must be able to discern between right and wrong in difficult or subtle situations. Then, they must act with rightness, fairness, and equity. Individuals must be free from petty, mean, or dubious conduct if an organization is to thrive. Without high standards of ethical conduct on both sides, individuals and organizations are subject to low morale and a host of management, legal, economic, and political problems.**

## Competencies

4.1 Identify legal issues in arts and communication industries

4.2 Ensure the quality of finished work

4.3 Develop priorities and schedules

## Sample Scenario

You have just been hired as copy editor at a small, local newspaper. Part of your responsibility is to ensure that writers and graphic artists do not violate copyright issues in their news articles and other printed materials. After a short time on the job, you suspect news writers and artists frequently try to use material that is lifted from printed text or art. You discuss this with your employer and are asked to write a policy statement regarding copyright and citation infringements and to present it to the employees. In addition, you are asked to document the actions you take in response to any perceived infringements. You will need to present your policy and your proposed documentation procedures to the employees.

*Guiding Questions*

- What steps will you take to deal with infringements occurring before your policy and procedures are finalized and approved?
- What are potential legal ramifications of these copyright violations?
- What recommendations would you make to increase writers' and artists' sensitivity to ethics and laws related to the ownership of information?
- How does unethical and illegal behavior affect staff morale?
- How will you present your policy and documentation procedures to the writers and graphic artists?



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| Core ITAC | Competency Connections |
|---|---|
| Strand 1: Solving Problems and Thinking Skillfully | 1.1, 1.2, 1.3, 1.7, 1.8 |
| Strand 2: Communicating Effectively | 2.1, 2.11 |
| Strand 3: Applying Technology | None |
| Strand 4: Working Responsibly | 4.1, 4.2, 4.3, 4.4 |
| Strand 5: Planning and Managing a Career | None |
| Strand 6: Managing Resources | 6.1, 6.2, 6.8, 6.9 |

## Academic Connections

| | |
|---|---|
| **The Arts** | • **Historical, Cultural, and Social Contexts:** Study the history, meaning, and social, cultural, economic, political, and environmental issues surrounding public art<br>• **Nature and Meaning of the Arts:** Demonstrate an awareness of how consideration of the audience/viewer shapes artistic choices |
| **Social Studies** | • **Democratic Processes:** Analyze and evaluate situations in which individual rights conflict with each other or with other important interests<br>• **Democratic Processes:** Analyze governmental actions in the United States federal system on the basis of the fundamental principles of American democracy, and evaluate the extent to which the actions reflect those principles and help to serve the public good<br>• **Citizenship Rights and Responsibilities:** Associate the exercise of responsibilities with the exercise of rights<br>• **Citizenship Rights and Responsibilities:** Work as an individual or as part of a group on a significant issue<br>• **Citizenship Rights and Responsibilities:** Evaluate positions on the proper scope and limits of individual rights in specific situations |
| **Language Arts** | • **Oral Communication/Structure:** Refine speaking techniques for formal, semiformal, and informal settings<br>• **Writing/Application:** Apply revising and editing strategies needed for the writing task |


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## Competencies & Key Indicators

### 4.1 Identify legal issues in arts and communication industries

Key Indicators:

- 4.1.1 Identify the standard elements of a contract
- 4.1.2 Identify insurance and liability issues
- 4.1.3 Identify the role of unions
- 4.1.4 Recognize the need for the protection of ideas and inventions
- 4.1.5 Identify the purpose of intellectual properties (e.g., patents, copyrights, contracts, licenses, trademarks)
- 4.1.6 Recognize the levels of intellectual property (e.g., copyright laws copyright-free, copyright-controlled, all rights reserved)
- 4.1.7 Follow governmental regulations affecting arts and communication industries (e.g., FCC regulations, copyright laws)
- 4.1.8 Demonstrate knowledge of the functions of royalties and residuals

### 4.2 Ensure the quality of finished work

Key Indicators:

- 4.2.1 Proof finished work for accuracy and compliance with customer's needs
- 4.2.2 Obtain customer feedback
- 4.2.3 Accept customer feedback
- 4.2.4 Make needed corrections
- 4.2.5 Obtain final written customer approval
- 4.2.6 Determine how final work will be executed
- 4.2.7 Compare project outcomes with original goals

### 4.3 Develop priorities and work schedules

Key Indicators:

- 4.3.1 Prepare project schedules
- 4.3.2 Manage multiple priorities
- 4.3.3 Log time spent on projects
- 4.3.4 Maintain job and related files



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# Planning and Managing a Career - Strand 5

Arts & Communication Career Cluster ITAC

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## Expectation

**Since work is a significant part of life, individuals need to be actively engaged in seeking a career that matches their interests, abilities, aptitudes, and skills. Career planning enhances the possibility that one's career path will lead to success and satisfaction in work. Employers seek individuals who know what they want from work and can effectively present their qualifications and skills through the job search process, including job applications and interviews. Throughout one's career, it is also important to seek continuous professional development opportunities.**

## Competencies

| | | | |
|---|---|---|---|
| 5.1 | Explore various arts and communication careers | 5.3 | Seek employment in the arts and communication field |
| 5.2 | Prepare examples of professional work | 5.4 | Plan for professional development |
| | | 5.5 | Manage professional career |

## Sample Scenario

You have been working as a summer intern for a local music production company and are interested in advancing your career in the arts and communication industry. Your employer will provide tuition or other forms of assistance if you establish a plan for your professional development. Explore qualifications for various positions, and develop a plan to obtain your career goals. Include a career ladder, education and training opportunities, and a plan for seeking future positions. Present your plan to a panel of employer representatives.

*Guiding Questions*

- How will you find out about the variety of careers in arts and communication?
- How will you determine if your interests, attitudes, and abilities match your career choice?
- After you identify interest in a specific career, how will you find out about educational requirements and training opportunities?
- How will professional organizations impact your career?



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| Core ITAC | Competency Connections |
|---|---|
| Strand 1: Solving Problems and Thinking Skillfully | 1.2 |
| Strand 2: Communicating Effectively | 2.1, 2.2, 2.3, 2.5 |
| Strand 3: Applying Technology | 3.1, 3.3 |
| Strand 4: Working Responsibly | 4.1 |
| Strand 5: Planning and Managing a Career | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 |
| Strand 6: Managing Resources | 6.2 |

## Academic Connections

| | |
|---|---|
| The Arts | • **Personal Expression and Performance/Production:** Create/perform art works in a specific medium using a recursive process<br>• **Personal Expression and Performance/Production:** Create/perform work in more than one medium or genre<br>• **Personal Expression and Performance/Production:** Develop and practice presentation skills<br>• **Personal Expression and Performance/Production:** Review own production/performance experiences to determine areas that require expansion, further concentration, or additional exploration<br>• **Arts Criticism:** Identify criteria within an assessment format, and use them to select the contents for a career portfolio<br>• **Nature and Meaning of the Arts:** Articulate the content of a personal arts philosophy, share it with others, and provide evidence of it through a body of work<br>• **Nature and Meaning of the Arts:** Align own choice of an arts career or avocation with personal arts philosophy and a body of work developed over time |
| Language Arts | • **Oral Communication/Structure:** Refine speaking techniques for formal, semiformal, and informal settings<br>• **Oral Communication/Structure:** Select topics suitable to the audience and purpose<br>• **Oral Communication/Application:** Apply interviewing techniques to purposeful interviews<br>• **Writing/Structure:** Refine word choice and tone according to audience, situation, and purpose |



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## Competencies & Key Indicators

### 5.1 Explore various arts and communication careers

Key Indicators:

- 5.1.1 Analyze advantages and disadvantages of career options in arts and communication
- 5.1.2 Identify education, training, and credentials needed for various careers
- 5.1.3 Research potential earnings, working conditions, and benefits of given careers
- 5.1.4 Investigate emerging and changing careers and occupations in arts and communication industries
- 5.1.5 Research projected growth of various arts and communication careers

### 5.2 Prepare examples of professional work

Key Indicators:

- 5.2.1 Design examples of professional work in accordance with professional standards
- 5.2.2 Select examples that best represent various skills
- 5.2.3 Assemble work in selected format
- 5.2.4 Present examples to a panel of industry representatives for critique

### 5.3 Seek employment in the arts and communication industries

Key Indicators:

- 5.3.1 Identify credentials needed for obtaining an arts and communication position
- 5.3.2 Compile current credentials in a professional manner
- 5.3.3 Identify employment opportunities
- 5.3.4 Dress appropriately for job interview/audition
- 5.3.5 Prepare for audition if appropriate for given career
- 5.3.6 Present credentials, philosophy, and goals in job interview for an arts and communication employment position
- 5.3.7 Analyze personnel policies and procedures
- 5.3.8 Identify the process to follow in leaving an arts and communication position

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## 5.4 Plan for professional development

**Key Indicators:**

5.4.1 Identify the role and benefits of professional organizations in the professional development process

5.4.2 Identify the benefits of belonging to civic and community organizations

5.4.3 Identify the benefits of continuing education in the arts and communication industries

5.4.4 Determine professional development needs

5.4.5 Develop a plan for meeting identified needs (e.g., through workshops, classes, and professional reading)

## 5.5 Manage professional career

**Key Indicators:**

5.5.1 Set personal goals

5.5.2 Develop skills and characteristics desired by arts and communication employers

5.5.3 Identify possible advancement patterns in arts and communication careers

5.5.4 Monitor progress toward personal goals

5.5.5 Plan for career growth

5.5.6 Keep current regarding industry changes



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# Managing Resources - Strand 6

Arts & Communication Career Cluster ITAC

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## Expectation

**In high-performance arts and communication workplaces, all individuals must effectively manage a variety of resources; including money, time, and the environment. Individuals' ability to maintain good health, contribute to the safety of the environment, and manage projects and resources not only enhances personal well-being, but fosters the success of the organization or business as well.**

## Competencies

6.1 Purchase needed equipment, supplies and outside services

6.2 Manage time

6.3 Maintain a safe working environment

6.4 Handle tools and materials in accordance with established safety procedures

## Sample Scenario

You are a stage production manager for the newly created Little Playhouse on the Green, a small-town theatrical company. Part of your job is to oversee the coordination and purchase of supplies, equipment, and outside services — including those needed for props and scenery — for the four plays of the first season. The company has $30,000 for this purpose. Develop a plan specifying the procedures for identifying what basic supplies and equipment will be needed initially for this new endeavor and for making cost-effective decisions about how to spend the remaining money. Any equipment and supplies selected must adhere to OSHA standards for a safe working environment. You will need to present your plan at the next Board of Directors meeting.

### *Guiding Questions*

- What information is needed to determine the supplies and equipment initially needed by the company?
- How would you obtain the needed information?
- What criteria would you use to assess the need for purchases?
- What are the standards for safety in theater design and production?
- How will you determine what outside services, if any, you could integrate into your planning?
- How will you communicate your plan to the Board of Directors?

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| Core ITAC | Competency Connections |
|---|---|
| Strand 1: Solving Problems and Thinking Skillfully | 1.1, 1.2, 1.3, 1.4, 1.7 |
| Strand 2: Communicating Effectively | None |
| Strand 3: Applying Technology | None |
| Strand 4: Working Responsibly | 4.1, 4.2, 4.3, 4.4 |
| Strand 5: Planning and Managing a Career | None |
| Strand 6: Managing Resources | 6.1, 6.2, 6.3, 6.5, 6.6, 6.8, 6.11 |

## Academic Connections

| | |
|---|---|
| **Science** | • **Conditions for Learning Science:** Investigate social issues with a scientific perspective (e.g., human rights, wellness, economics, futurism, environmental ethics)<br>• **Applications for Science Learning:** Make decisions regarding personal and public health |

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## Competencies & Key Indicators

### Purchase needed equipment, supplies and outside services

Key Indicators:

- Identify equipment, supplies, and services needed
- Purchase needed equipment, supplies, and services in accordance with established company procedures
- Purchase outside services in accordance with established company procedures

### Manage time

Key Indicators:

- Recognize that time is a resource
- Prioritize work flow
- Differentiate between billable and nonbillable hours
- Identify the impact of work hours and work schedules on a company's financial goals

### Maintain a safe working environment

Key Indicators:

- Follow established safety policies
- Perform routine maintenance of facilities and equipment
- Store materials in accordance with safety and security procedures
- Follow established regulations for responding to emergencies (e.g., fire, tornado)

### Handle tools and materials in accordance with established safety procedures

Key Indicators:

- Identify general safety procedures for tool use
- Discard hazardous materials in approved containers
- Store tools and materials in accordance with industry regulations

# Arts & Communication Career Cluster ITAC Acknowledgments

The Vocational Instructional Materials Laboratory extends thanks and appreciation to the many representatives of business, industry, labor, and community organizations who contributed their time and expertise to the identification and verification of competencies.

The following panel participants verified the technical and academic competencies in the Arts and Communication Career Cluster ITAC:

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Jackie Calderone, CAPA, Columbus, Ohio
Mike Eiland, WNCI Radio, Columbus, Ohio
Amy Forsthoefel, Lexis-Nexis, Miamisburg, Ohio
Dan Gardner, Tuller Printing and Graphics, Dublin, Ohio
Cameron James, Mills-James Productions, Columbus, Ohio
Daryl Kamer, Balletmet, Columbus, Ohio
Carol Ann Lease, Columbus Dispatch, Columbus, Ohio
James C. Lutz II, Lutz Design Group, Columbus, Ohio
Dale K. Ouzts, WOSU TV, Columbus, Ohio
Tracie Snyder, JVR Designs, Dayton, Ohio

The following educator review panel was responsible for reviewing the integrated technical and academic competencies in the Arts and Communication Career Cluster ITAC:

David Angeline, Scarlet Oaks, Cincinnati, Ohio
William Delgado, Cuyahoga Valley JVS, Brecksville, Ohio
Carma J. Donati, Whitmer Career and Technology Center, Toledo, Ohio
Gary R. Farmer, Dublin Scioto High School, Dublin, Ohio
Bradford Faust, Whitmer Career and Technology Center, Toledo, Ohio
Nancy Harp, Whitmer Career and Technology Center, Toledo, Ohio
Victor Johnson, Columbus Northeast Career Center, Columbus, Ohio
Dr. Jill Markey, Fort Hayes Metro Education Center, Columbus, Ohio
Deborah A. Pitstick, Dayton Career Academy, Dayton, Ohio
Jay E. Vada, Miami Valley Career Technology Center, Clayton, Ohio
Dr. Phillip S. Wilson, Fort Hayes Metro Education Center, Columbus, Ohio

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Ohio Department of Education
Division of Career-Technical and Adult Education

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